






















June 2017 UofM Academic, Research and Student Success Committee Meeting

Schedule	Tuesday, June 06, 2017, 09:00 AM CDT
Venue	University Center, Fountain View Suite, Room 350
Organizer	Melanie Murry

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1. Call to Order

2. Roll Call

3. Committee Chair and Vice Chair

For Approval

4. New Academic Programs

For Approval

Presented by Karen Weddle-West

The University of Memphis Board of Trustees
Agenda Item

Date: June 6, 2017

Committee: **Academics, Research, & Student Success Committee**

Item: **Approval of New Academic Programs**
i. **Doctor of Liberal Studies Program through the University College**
ii. **Bachelor of Professional Studies in Commercial Aviation through the University College**
iii. **Master of Science in Biostatistics through the School of Public Health**

Recommendation: Approval

Presented by: Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Background:

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

i. **Doctor of Liberal Studies Program through the University College**

The University College at the University of Memphis proposes to offer a Doctor of Liberal Studies (DLS) degree. This is a terminal degree for students wishing to work across disciplines to engage a topic or issue, and will culminate in a dissertation or project demonstrating interdisciplinary analysis, synthesis, and interpretation. This program is designed for part-time adult students who are employed full-time and wish to follow their intellectual passions beyond the master's degree. The DLS program encourages students to explore topics in ways that cut across traditional disciplinary boundaries. Full program proposal follows in Appendix A.

ii. **Bachelor of Professional Studies in Commercial Aviation through the University College**

The University College at the University of Memphis proposes to offer a Bachelor of Professional Studies (BPS) in commercial aviation. This program is designed for students who wish to receive their undergraduate degree while also obtaining their commercial flight training. The program combines courses required by the Federal Aviation Administration for flight training as well as general education requirements and the University College thematic studies and senior project. Full program proposal follows in Appendix B.

iii. **Master of Science in Biostatistics through the School of Public Health**

The goal of the proposed MS in Biostatistics program is two-fold: 1) train students for positions in government and private health agencies, industry, and research institutes, and 2) prepare

students who plan to enter a doctoral program in biostatistics or bioinformatics. The nature of the program includes core courses in theoretical framework of biostatistical methods, core courses in applied biostatistics, core courses in epidemiology and public health, and elective courses aligned with students' interest. Full program proposal follows in Appendix C.

These proposals have been considered and approved by the respective College or School faculty and Deans. Subsequently, the proposals were considered and approved by the University Council for Graduate Studies and Undergraduate Studies, which are the highest governing bodies that has representation across all colleges and schools. The proposals were also considered and approved by the Provost and President of the University.

Committee Recommendation:

The Academics, Research and Student Success Committee met June 6, 2017, and recommends the Board approves the Doctor of Liberal Studies Program, Bachelor of Professional Studies in Commercial Aviation, and Master of Science in Biostatistics, which will be submitted to the Tennessee Higher Education commission for approval.

4.1. Doctor of Liberal Studies Program, University College

MEMORANDUM

TO: Dr. M. David Rudd
President, University of Memphis

FROM: Dan Lattimore
Dean, University College

DATE: May 15, 2017

SUBJECT: Doctor of Liberal Studies: New Academic Program Proposal Executive Summary

President Rudd, attached is the University College proposal for the Doctor of Liberal Studies Program and corresponding materials. The proposal conforms to the THEC format for their required "Letter of Notification" as well as their "New Academic Proposal." The original Letter of Notification was approved in January of 2016 by both Dr. Weddle-West and you. Since that time, we have had to reformat it to match THEC standards rather than the TBR guidelines, though no content changes have been made.

In summary, the University College is proposing a Doctor of Liberal Studies (DLS) program that would consist of 54 credit hours, 21 of them in a Liberal Studies core taught by existing University College faculty. Students would complete the remaining 33 credit hours in at least two disciplines, thus creating their own interdisciplinary program. There are currently only two other universities in the United States (Georgetown and Southern Methodist University) that offer DLS programs.

Because the University College already offers a Master of Arts in Liberal Studies, has all the administrative and support personnel already in place, and has the faculty available to teach the DLS core already, this program will not add significantly to the University's budget. Indeed, because all students will be part-time, full-pay students, it will be self-financed.

In addition, based on the Market Viability Study the University College has already conducted (through the Educational Assessment Board [EAB]), as well as the studies produced by the Tennessee Higher Education Commission (THEC), it is clear that Tennessee is in need of employees with doctorate level skills. We believe that the skills learned and knowledge created in the DLS program will help the University of Memphis stand out as a leader in our region and the nation at large.



University College

218 Brister Hall
Memphis, Tennessee 38152-3370

Office: 901.678.7216

www.memphis.edu/univcoll

We believe this degree will provide a service to the region and its employers, as well as to our potential students. Thank you for consideration of this proposal, and we look forward to hearing from the Board of Trustees regarding this proposal.

University College

218 Brister Hall
Memphis, Tennessee 38152-3370

Office: 901.678.2716
www.memphis.edu/univcoll

Letter of Notification to Establish a Doctor of Liberal Studies Program Through the University College

Program Name: Doctor of Liberal Studies

CIP Code: 16.24.0101.00

Proposed Implementation Date: Spring 2018 Semester

Academic Program Liaison Name and Contact Information:

Mary Kyle – marykyle@memphis.edu - 901.678.4817

Purpose and Nature of Program: The University College at the University of Memphis proposes to offer a Doctor of Liberal Studies (DLS) degree. This is a terminal degree for students wishing to work across disciplines to engage a topic or issue, and will culminate in a dissertation or project demonstrating interdisciplinary analysis, synthesis, and interpretation. This program is designed for part-time adult students who are employed full-time and wish to follow their intellectual passions beyond the master's degree. The DLS program encourages students to explore topics in ways that cut across traditional disciplinary boundaries.

By offering a set of core courses equaling 15 of their required 54 credit hours (excluding the 6 hours of Dissertation/Capstone Project credits), University College faculty will sharpen students' skills and provide them the analytical tools for integrating disciplinary perspectives.

Along with the required core courses, students will design their own program of student in consultation with the Graduate Coordinator. This program will include 33 hours across at least two disciplines with no more than 18 hours taken in any one discipline. Students should be prepared to engage multiple disciplines in their pursuit of innovative, interdisciplinary education.

Students will also complete an oral comprehensive exam and defend their Dissertation/Capstone Project. The 6-credit hour Dissertation/Capstone Project will take place at the end of their program. The dissertation may either be a traditional dissertation or may be a project that has an implementable initiative aligned with the



student's course of study and profession. The emphasis of the project should be a community-based initiative that enhances the student's workplace or the community.

Alignment with State Master Plan and Institutional Mission:

The Mission of the University of Memphis clearly states an interest in interdisciplinary education and collaboration. Additionally, we seek to advance the community in which we live and work through innovative educational programs. The DLS degree is uniquely positioned to enhance that opportunity. The DLS addresses the frequent requests we have received for an interdisciplinary doctoral program for working professionals and practitioners.

This degree will allow students to design their own interdisciplinary doctoral program focused on areas of interest to the student, unlike the highly prescribed doctoral programs that exist in other colleges on our campus. The DLS degree affords students great flexibility in shaping their graduate experience and offers them a terminal degree that will enhance their professional development. Additionally, the DLS is designed to accommodate the working professional through a part-time program with hybrid, online, and mini-term course offerings.

Feasibility Study: The next eighteen pages is the Market Viability Study conducted by the Educational Advisory Board and completed August 2016.

MARKET RESEARCH BRIEF

Market Viability of a Doctor of Liberal Studies

Analysis of Program Structure and Employer
Demand in the Southern Region

COE Forum

Alyssa Buccella

Market Research Associate

Laura Catalani

Market Research Manager

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1) Research Methodology

Project Challenge

Leadership at the University of Memphis approached the Forum as they considered launching a doctorate-level program in liberal studies. Through a combination of qualitative interviews with administrators of competitor programs and quantitative data analytics, the Forum sought to assess the market viability of a Doctor of Liberal Studies (DLS).

EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

Methodology and Definitions

Methodology: Unless stated otherwise, this report includes data from online job postings from July 2015 to June 2016. The Forum identified the top titles, skills, employers, industries, and locations for graduates of a DLS program.

Definitions: "Regional employer demand" and the "profiled region" refer to Alabama, Arkansas, Georgia, Kentucky, Mississippi, Missouri, North Carolina, Tennessee, and Virginia.

Employer demand for "doctorate-level liberal studies graduates" refers to job postings that require a doctorate-level degree and liberal studies skills such as 'leadership,' 'writing,' 'communication skills,' 'critical thinking,' and 'research.'

Annual growth in job postings is measured in the change between July 2013 and June 2016 by six-month halves (i.e., H2 2013 is July 2013 to December 2013). H2 2014 to H1 2015 represents year one and H2 2015 to H1 2016 represents year two, which gives the most recent two complete years of data.

Burning Glass Labor/Insight™

EAB's Partner for Real-Time Labor Market Data

This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at bdenious@burning-glass.com or 301-525-6596.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- The Bureau of Labor Statistics (www.bls.gov)
- Profiled Program Websites

Profiled Institutions

The Forum interviewed program directors or profiled programs via secondary research at the following institutions:

A Guide to Institutions Profiled in this Brief¹

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Georgetown University	Mid-Atlantic	7,500 / 18,000	Doctoral Universities: Highest Research Activity
Southern Methodist University	South	6,500 / 11,500	Doctoral Universities: Higher Research Activity
Tufts University	Northeast	5,000 / 11,000	Doctoral Universities: Highest Research Activity
Washington State University	Pacific West	24,000 / 28,500	Doctoral Universities: Highest Research Activity
Washington University in St. Louis	Midwest	7,500 / 14,500	Doctoral Universities: Highest Research Activity

¹) National Center for Education Statistics.

2) Executive Overview

Key Observations

Profiled administrators offer evening and weekend coursework to promote collaboration between students and faculty. All profiled administrators offer their related programs face-to-face, most frequently in flexible formats (e.g., weekends, evenings). Contacts report limited interest from prospective students in an online program format. Face-to-face programs allow students to learn from and collaborate with program faculty through their research and other students via required introductory seminars. Tennessee-based employers account for six percent of regional employer demand for prospective employees with doctoral degrees and several liberal studies skills (e.g., 'communication,' 'research,' 'writing').

Incorporate required foundational seminars into to the DLS program curriculum to prepare students for interdisciplinary research. Administrators require students complete two to six foundational seminars that review interdisciplinary approaches to academic research, argumentation, and oral and written communication. Regional employers exhibit the greatest demand for similar competencies including 'communication skills,' 'research,' and 'writing.' Administrators at **Southern Methodist University** require students to attend all foundational seminars as a cohort, which engages students with the program as they collaborate and learn from each other via class discussions. Some contacts report that the lack of a cohort model within related individual interdisciplinary programs isolates some doctorate-level liberal and interdisciplinary studies students and may hinder program enrollment or completion.

Program administrators enroll students from various professional backgrounds (e.g., business, public service). Contacts report consistent program enrollments of two to 20 students per year. Students work as leaders in business, non-profit organizations, religion, public service, and education. Profiled administrators require that students possess a completed master's degree for admission to their doctorate program, but students' areas of study vary considerably (e.g., economics, environmental sciences, nursing). Employers in the 'professional, scientific, and technical services' industry (e.g., management and technical consulting) account for 26 percent of relevant job postings in the last year. Job postings in the 'educational services' industry (e.g., colleges, universities, and professional schools) account for 17 percent of regional job opportunities.

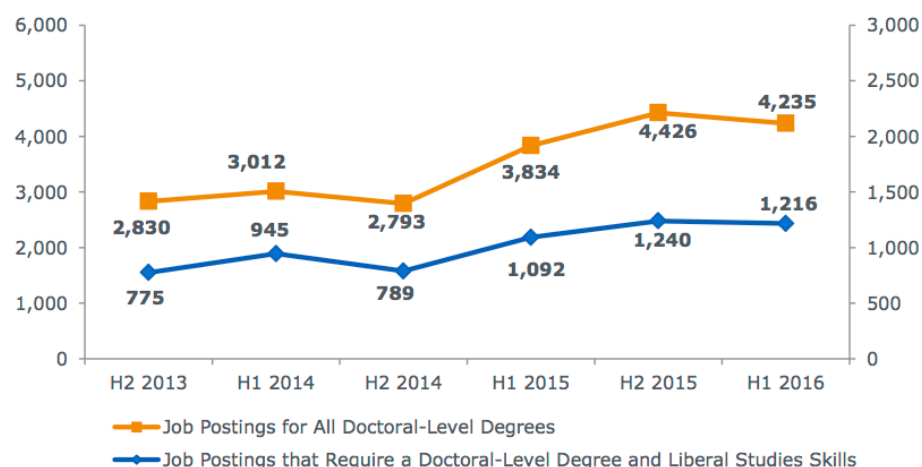
3) Trends in Employer Demand and Program Characteristics

Historical Demand

Employer Demand for Doctorate-Level Liberal Studies Professionals Increased Faster than Demand for All Doctorate-Level Degree Holders

Opportunity exists for the **University of Memphis** to develop a Doctor of Liberal Studies program. Relevant regional job postings for doctorate-level liberal studies graduates increased 57 percent from H2 2013 to H1 2016. Regional employer demand for all doctorate-level degree holders increased 50 percent in the same timeframe. The Bureau of Labor Statistics (BLS) expects occupations that require a master's degree will grow the fastest from 2012 to 2022 (i.e., 18 percent growth), and occupations that require a graduate or professional degree will grow 16 percent in the same timeframe.² Further, individuals with a professional doctorate degree experienced seven percent higher median weekly earnings in 2015 than those with a doctoral degree (i.e., PhD), as well as the lowest unemployment rate of any educational attainment level (i.e., 1.5 percent).³

Historical Demand for Doctorate-Level Liberal Studies Graduates⁴ H2 2012- H1 2016, Regional Data⁵



2) [The Bureau of Labor Statistics](#)

3) [The Bureau of Labor Statistics](#)

4) Data collected for H2 2013 and after is not directly comparable to data collected before H2 2013 due to improvements in Burning Glass Labor/Insight's web spidering technology.

5) Burning Glass Labor/Insight™.

Top Employers

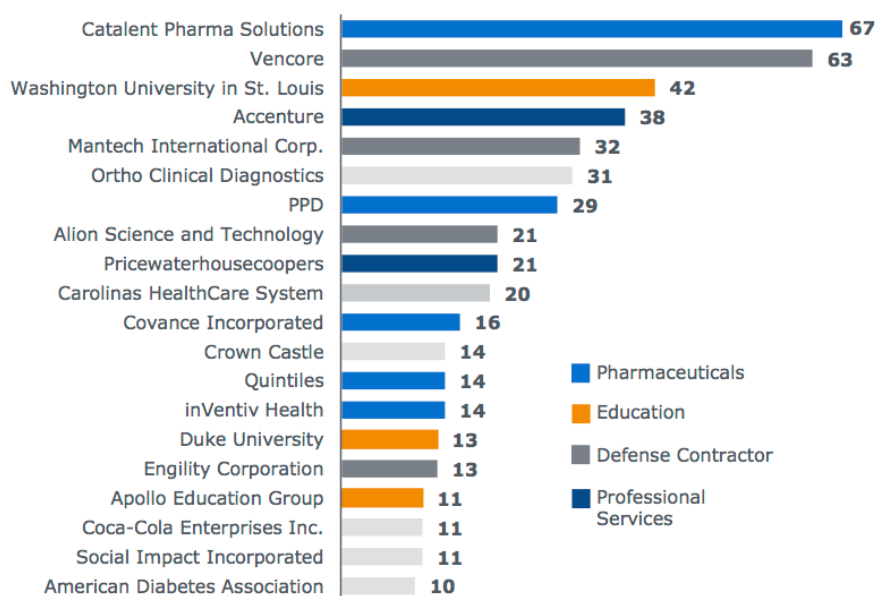
Prepare Students to Enhance their Work as Professional and Community Leaders

Contacts report that students pursue doctorate-level liberal and interdisciplinary studies programs to examine an area of interest or passion related to their existing line of work or their community. Interdisciplinary study allows students to broaden and synthesize their knowledge in new and innovative ways, ultimately to incite a larger impact on society. Regional pharmaceutical (e.g., Catalent Pharma Solutions), education (e.g., Duke University), defense (e.g., Vencore), and professional services (e.g., Accenture) employers seek prospective employees with doctoral degrees and liberal studies skills (e.g., 'communication,' 'research,' 'writing').

Top Employers of Doctorate-Level Liberal Studies Graduates

July 2015-June 2016, Regional Data⁶

n=1,681 job postings, 300 unspecified postings



6) Burning Glass Labor/Insight™.

Top Locations

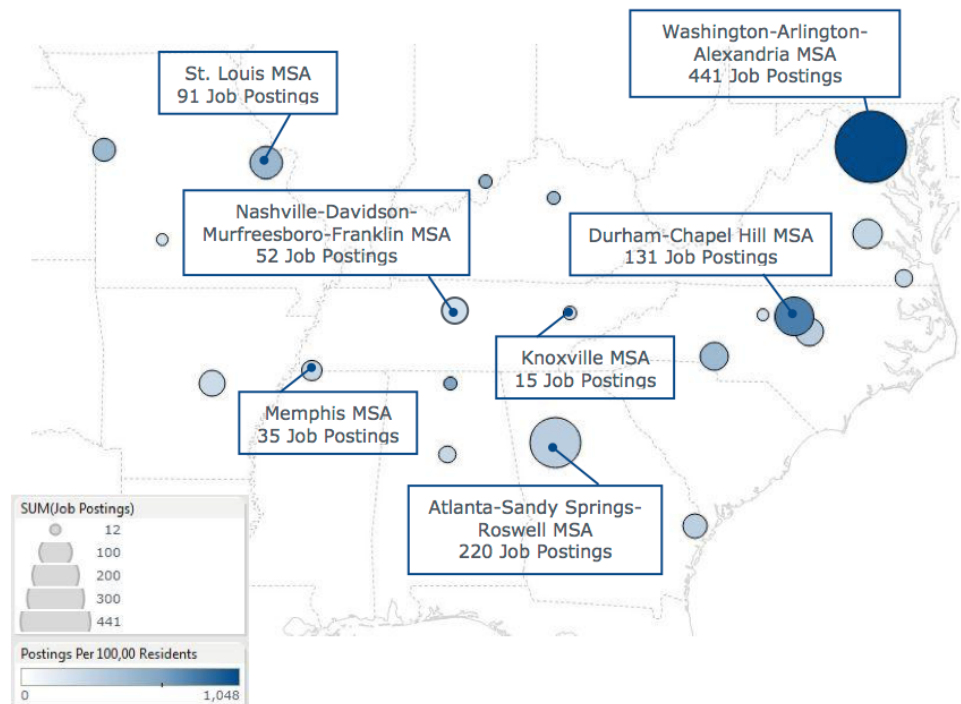
Seek to Enroll Local Students in a Doctor of Liberal Studies Program

The Washington-Arlington-Alexandria MSA accounts for 26 percent of regional demand for doctorate-level liberal studies graduates, and the Atlanta-Sandy Springs-Roswell MSA accounts for 13 percent of regional demand. Administrators offer their related doctorate-level programs in a face-to-face format. Further, contacts from **Southern Methodist University** report that leaders across different industries (e.g., religion, education, business) in the Dallas area remain the target market for their DLS program. Tennessee-based employers account for six percent of regional demand.

Top Locations of Employers of Doctorate-Level Liberal Studies Graduates

July 2015-June 2016, Regional Data⁷

n=1,681 job postings, 76 unspecified postings



⁷) Burning Glass Labor/Insight™.

Program Profiles

Offer a Doctor of Liberal Studies Program with Face-to-Face Components to Promote Collaboration between Students and Faculty

Despite some reported interest from prospective students in an online format, all profiled program administrators offer their program face-to-face. Administrators from **Washington State University** report that students must pursue coursework across three different disciplines to enroll in the Individual Interdisciplinary Doctoral Degree. The possibility of online coursework for Washington State University students depends on the availability of online courses within students' three chosen disciplines. Overall, however, students pursue face-to-face coursework and contacts from Washington State University report that the research driven nature of the program requires students to work closely with faculty on campus.

Contacts from **Southern Methodist University** report no intent to offer the DLS completely online. After experimentation with hybrid courses for their Master of Liberal Studies program, Southern Methodist University administrators would consider the development of a maximum of 70 percent of their DLS program online. Contacts from Southern Methodist University cite the strong learning community that face-to-face courses foster among students as a key benefit. Time in class together introduces diverse experiences and academic pursuits into the classroom. This face-to-face time allows students to learn from one another through class discussions.

Washington State University contacts report that students enroll in their program both part-time and full-time. Southern Methodist University administrators intend for the full-time track to meet the needs of international students that need to take nine credits to maintain visa status. Domestic students at Southern Methodist University enroll part-time and do not take more than six credits per semester.

Characteristics of Profiled Programs

Institution	Program Name	Number of Credits	Tuition (Per credit)	Delivery Format
Washington State University	• Individual Interdisciplinary Doctoral Degree	• 34 (graduate coursework) • 9 (thesis)	• \$588 • (resident) • \$1,260 (non-resident)	• Face-to-face
Southern Methodist University	• Doctor of Liberal Studies	• 36 (graduate coursework) • 9 (thesis)	• \$934	• Face-to-face – Evenings and weekends
Washington University in St. Louis	• Doctor of Liberal Arts	• 36 • 9 (thesis)	• \$975	• Face-to-face – Evenings
Georgetown University	• Doctor of Liberal Studies	• 36	• \$1,292	• Face-to-face – Evenings and weekends
Tufts University	• Interdisciplinary Doctorate	• Varies	• \$29,936 (per year)	• Face-to-face – 2-4 year residency requirement

Contacts from **Tufts University** report that the total number of credit hours to earn their degree varies considerably based upon a student's chosen areas of study. Students devise a plan of study in partnership with their academic faculty committee and the Interdisciplinary Doctorate program committee.

Require Foundational Seminars to Orient Students to the DLS Program and Prepare Students for Interdisciplinary Research

Contacts from **Tufts University** and **Washington State University** report that the lack of a cohort isolates some students and may hinder program enrollment or completion. Contacts from **Southern Methodist University** report that their program orientation and six foundational seminars engage students with the program, the faculty, and their fellow classmates as they begin their more individual courses of study.

Programs offered at **Georgetown University**, **Southern Methodist University**, **Washington University in St. Louis**, and **Washington State University** require students to complete two to six foundational seminars. Administrators design these courses to develop students' mastery of interdisciplinary approaches to academic research, argumentation, values reflection, and oral and written communication. At Southern Methodist University students attend all foundational seminars as a cohort, which fosters a strong learning community amongst students as they collaborate and learn from each other via class discussions.

Students at Washington University in St. Louis choose among four interdisciplinary concentrations (i.e., textual traditions, historical context, visual culture, global perspectives) to focus their studies. Administrators of all other profiled programs, however, do not offer program concentrations and students choose all elective coursework under the direct guidance of their faculty advisor and program leadership. All profiled programs require students to pass a written and oral comprehensive exam and write a thesis to complete their degree.

Sample Doctor of Liberal studies Program Structure

Southern Methodist University, Doctor of Liberal Studies

Foundational Seminars (18 Credits)

- Courses:
 - Perspectives on Our Common Historical Experience
 - The Transformation of the Psyche
 - The Art of Creativity and Expression
 - East Meets West – Intelligence, History, Culture, and Society
 - The Struggle for Human Rights
 - Science and Society
- Help students undertake scholarly work in the program and provide training in analytical thinking and writing through discussion, research, and progressive study on interdisciplinary topics

Courses in Support of Thesis Topic (18 Credits)

- 6 courses in direct support of students' doctoral thesis topic
- Includes up to three directed reading courses
- Selected in consultation with students' faculty advisor and the program director

Written and Oral Comprehensive Exam

- Written and oral comprehensive examination within 6 months of the conclusion of coursework
- Evaluates student's ability to integrate their DLS coursework within the overall interdisciplinary framework of the program

Doctoral Thesis Research and Writing (9 credits)

- 9 units of thesis research and writing after students complete the DLS coursework and pass the comprehensive examinations.
- Represents the creative synthesis and critical interpretation of primary sources and secondary materials

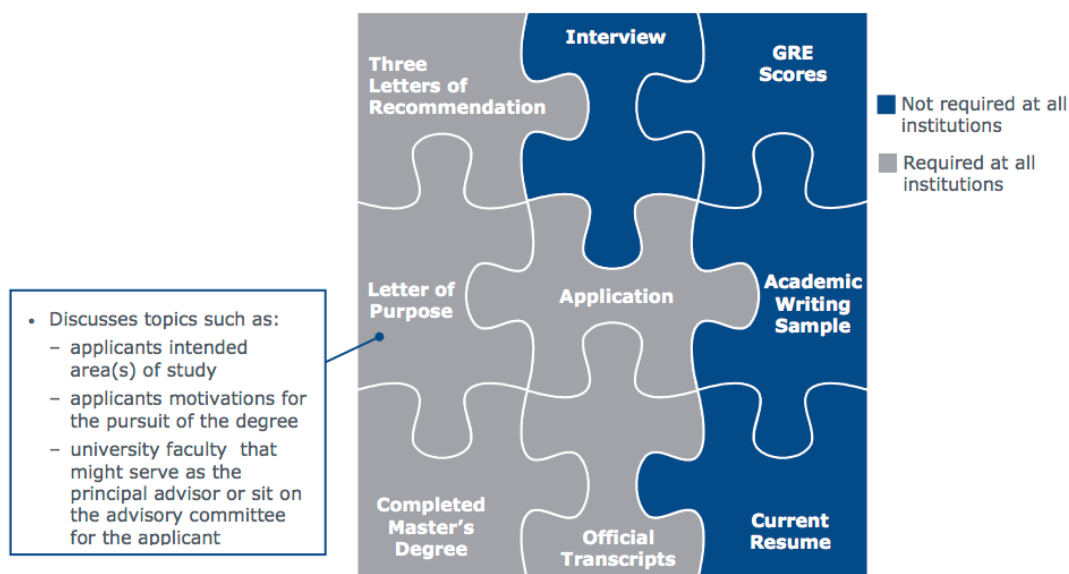


Interview Prospective Students Prior to Admission to a Doctor of Liberal Studies Program

Profiled administrators typically require that students possess a completed master's degree for admission to their doctorate program. A completed master's degree indicates students' preparedness to conduct independent research and guides students as they construct their interdisciplinary course of study. Only administrators at **Tufts University** and **Washington State University** require students to submit GRE scores, and students may opt to submit scores at **Southern Methodist University** to add to the strength of their application. Program directors at Tufts University and Southern Methodist University interview prospective students and applicants extensively prior to admission. Contacts report that these interviews help administrators at Tufts University and Southern Methodist University:

- set realistic expectations for students about program requirements and what constitutes a competitive application to the program,
- understand the motivations behind students' pursuit of the degree and intended social impact after degree completion,
- ascertain students' intended plan of study and what faculty can support the student as a principal advisor and doctoral committee.

Admissions Requirements for Profiled Programs



Top Skills

Incorporate Professional (e.g., 'Project Management') and Communication Skills into DLS Program Curriculum

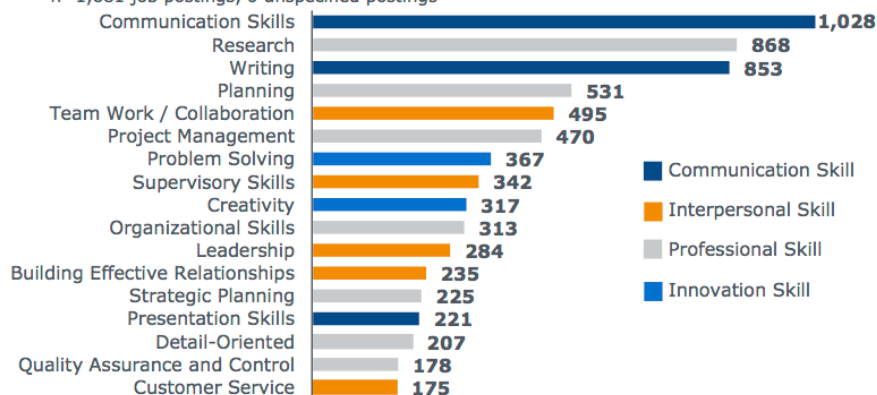
Regional employers seek prospective employees with professional competencies in 'research,' 'project management,' 'strategic planning,' and 'quality assurance and control.' Employers also seek applicants with communication skills in 61 percent of job openings and indicate demand for both written and oral communication skills (e.g., 'writing,' 'presentation skills'). Interpersonal skills (e.g., 'leadership,' 'building effective relationships') and innovation skills (e.g., 'problem solving,' 'creativity') also rank among the top employer demanded competencies.

Contacts from **Southern Methodist University** report that graduates should develop expertise in their chosen topic via the specialized courses and thesis research and writing completed in the program. Additionally, administrators from Southern Methodist University require six foundational seminars to instill in students a broad understanding of the liberal arts in relation to the human condition. Southern Methodist University contacts also report analytical thinking, research and writing at the doctoral level, and superior oral and written communication skills as key competencies conferred by their DLS program.

Top Baseline Skills for Doctorate-Level Liberal Studies Graduates

July 2015-June 2016, Regional Data⁸

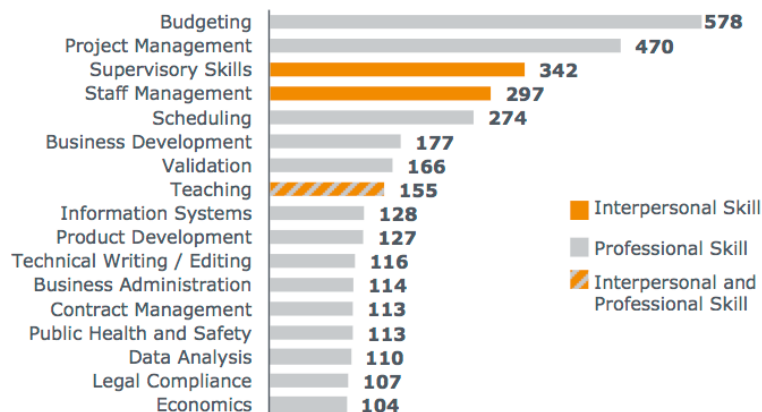
n=1,681 job postings, 0 unspecified postings



Top Specialized Skills for Doctorate-Level Liberal Studies Graduates

July 2015-June 2016, Regional Data⁹

n=1,681 job postings, 0 unspecified postings



8) Burning Glass Labor/Insight™.

9) Burning Glass Labor/Insight™.

4) Student Trends and Outcomes

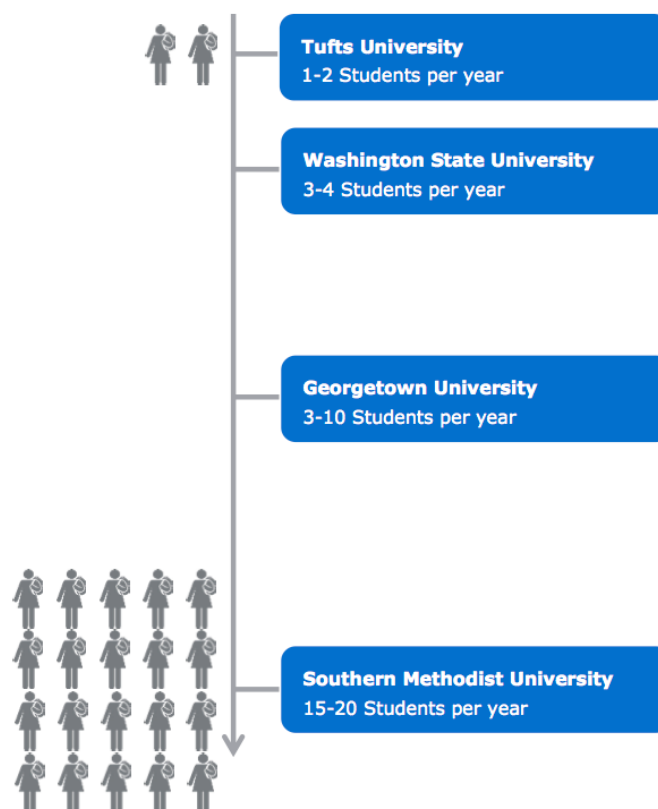
Enrollment Trends

Contacts Report Low but Consistent Program Enrollments

The first DLS cohort at **Southern Methodist University** consisted of 21 students. Administrators started with a program of this size to account for potential attrition of students in the cohort before degree completion. Nineteen of those 21 students still remain committed to the program and its completion after the first year and administrators plan to enroll 17 students in the second cohort. Contacts note that the target cohort size will remain around 15 students. Administrators report the first cohort, now at 19 students, as too large given the individual guidance that each student requires and the collaborative learning community that administrators strive to foster among students.

Washington State University administrators enroll three to four students per year and served, in total, approximately 85 students since 1983. **Tufts University** administrators graduate one to two students per year, while **Georgetown University** program directors report an average of six degree completions per year to the International Postsecondary Education Data System.¹⁰

Profiled Program Student Enrollment



¹⁰⁾ Integrated Postsecondary Education Data System

Target Market

Program Administrators Enroll Community Leaders from a Variety of Professional Backgrounds (e.g., business, public service)

Contacts from **Southern Methodist University** report that Master of Liberal Studies graduates initially expressed interest in a doctorate-level liberal studies program. Since the DLS program launched, however, administrators find that few MLS graduates enroll in the doctorate-level program and the program primarily serves leaders across industries (e.g., religion, business) in the Dallas community. Southern Methodist University contacts report that students range in age from 28 to 82.

Professionals aged 25 to 30 typically enroll in the program at **Washington State University**. Students in the Individual Interdisciplinary Doctoral program at the University must declare three distinct disciplines of study to enroll in the program. Contacts from Washington State University report that the one of the chosen disciplines typically corresponds to the student's completed master's degree, but students' areas of study vary considerably. Washington State University students pursue studies at the doctoral level that include economics, education, neuroscience, global animal health, environmental sciences, business, and nursing.

Southern Methodist University administrators do not employ any additional program-level marketing strategies beyond the public radio and television ads that the University places in the Dallas area. Contacts from **Tufts University** and Washington State University both report that students learn about their programs via word of mouth or students' own research on the internet. Administrators from Washington State University also report success in the recruitment of students that completed a master's degree at Washington State University in a field for which the University does not offer a doctoral degree. These students may apply their master's credits toward the doctorate and then pursue coursework in two additional disciplines to complete the degree.

Profiled Doctor of Liberal Studies Students



Student Outcomes

Employers in the 'Professional, Scientific, and Technical Services' Industry Exhibit the Greatest Demand for Doctorate-Level Liberal Studies Graduates

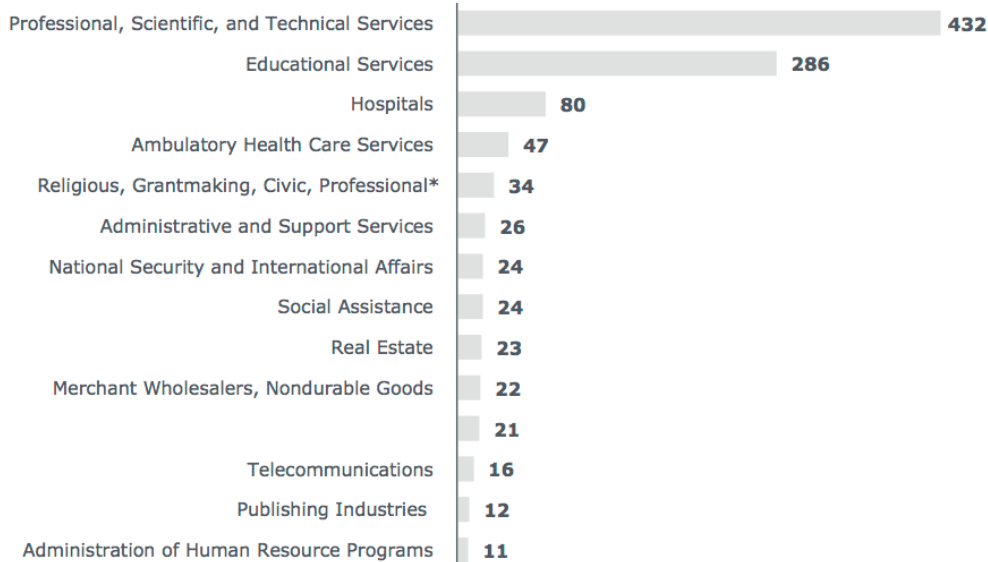
Open positions in the 'professional, scientific, and technical services' industry (e.g., scientific research and development, management and technical consulting) account for 26 percent of relevant job postings in the last year. Relevant openings within the 'educational services' industry (e.g., colleges, universities, and professional schools) account for 17 percent of regional job opportunities. Open positions within the 'hospitals' and 'ambulatory health care services' industries account for five and three percent of job postings, respectively.

Tufts University administrators report that graduates work for non-profits, in public service, or start their own businesses. Contacts from Tufts University report that one third of students enter the program with the intention to pursue academia, but only 25 percent of students ultimately work in academia upon graduation. Despite expectations that most graduates would pursue government or non-profit employment settings, contacts from **Washington State University** that 75 to 80 percent of program graduates work in academia or with research institutes.

Top Industries for Doctorate-Level Liberal Studies Graduates

July 2015-June 2016, Regional Data¹¹

n=1,681 job postings, 563 unspecified postings



* Religious, Grantmaking, Civic, Professional, and Similar Organizations

11) Burning Glass Labor/Insight™.

Top Titles by Industry for Doctorate-Level Liberal Studies Graduates

July 2015-June 2016, Regional Data¹²

n=1,681 job postings, 0 unspecified postings

Industry	Top Titles
Professional, Scientific, and Technical Services 	<ul style="list-style-type: none"> • Health Manager • Risk Manager • Operations Specialist • Senior Director, Operational Strategy and Planning
Educational Services 	<ul style="list-style-type: none"> • Academic Dean • Associate Dean • Clinical Research Coordinator • Dean of Students
Hospitals and Ambulatory Health Care Services 	<ul style="list-style-type: none"> • Technical Writer • Economist • Project Director • Assistant Vice President
Religious, Grantmaking, Civic, and Professional Organizations 	<ul style="list-style-type: none"> • Health Director • Senior Vice President, Medical Affairs and Community Programs • Senior Research and Evaluation Advisor

¹²) Burning Glass Labor/Insight™.

Appendix A: Networking Contacts

Southern Methodist University

Michele Mrak
Executive Director, SMU Graduate Liberal Studies
214-768-1016
mmrak@mail.smu.edu

Tufts University

Susan Ernst
Faculty Director, Interdisciplinary Doctoral Program
617-627-3541
Susan.ernst@tufts.edu

Washington State University

Lisa Gloss
Associate Dean, Graduate School
509-335-5859
imgloss@wsu.edu



Program Costs/Revenues: This interdisciplinary doctoral program will draw from courses across the University of Memphis. The DLS core courses will be taught by existing University College faculty who possess terminal degrees and have graduate faculty status. No new faculty will be added to start the program. As the program grows, faculty needs will be reassessed.

The administrative cost will be minimal to start the program since we already have a Master of Liberal Studies program in place.

We propose to pay stipends to faculty members who serve on the Dissertation/Capstone Project committee as content experts in the discipline(s) in which the DLS student has focused (outside of the University College).

Students in this program are part-time (full-pay) students. There are no scholarships or graduate assistantships planned.

Existing Programs Offered at Public and Private Tennessee Institutions: There are no other DLS programs in our system or state. There are currently only two DLS programs in the United States (Georgetown and Southern Methodist University).

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
University of Memphis, University College
Doctor of Liberal Studies**

Seven-year projections are required for doctoral programs.

Five-year projections are required for baccalaureate and Master's degree programs

Three-year projections are required for associate degrees and undergraduate certificates.

Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ 12,000	\$ 12,360	\$ 12,730	\$ 13,112	\$ 13,505	\$ 13,910	\$ 14,327
Benefits	4,272	4,400	4,532	4,668	4,808	4,952	5,100
Sub-Total Administration	\$ 16,272.00	\$ 16,760.16	\$ 17,261.88	\$ 17,779.87	\$ 18,312.78	\$ 18,861.96	\$ 19,427.41
Faculty							
Salary	\$ 80,000	\$ 82,400	\$ 84,872	\$ 87,418	\$ 90,040	\$ 92,741	\$ 95,523
Benefits	4,880	5,026	5,174	5,322	5,470	5,618	5,766
Sub-Total Faculty	\$ 84,880	\$ 87,426	\$ 90,046	\$ 92,740	\$ 95,510	\$ 98,359	\$ 101,289
Support Staff							
Salary	\$ 4,563	\$ 5,000	\$ 5,500	\$ 6,000	\$ 6,500	\$ 7,000	\$ 7,500
Benefits	1,624	1,780	1,958	2,136	2,314	2,492	2,670
Sub-Total Support Staff	\$ 6,187	\$ 6,780	\$ 7,458	\$ 8,136	\$ 8,814	\$ 9,492	\$ 10,170
Graduate Assistants							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating							
Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Printing	500	500	250	250	250	250	250
Equipment	-	-	3,000	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total Operating	\$ 5,500	\$ 5,500	\$ 8,250	\$ 5,250	\$ 5,250	\$ 5,250	\$ 5,250
Total Recurring	\$ 112,839	\$ 116,467	\$ 148,056	\$ 149,705	\$ 154,471	\$ 159,361	\$ 164,377
TOTAL EXPENDITURES (A + B)	\$ 112,839	\$ 116,467	\$ 148,056	\$ 149,705	\$ 154,471	\$ 159,361	\$ 164,377

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Number of Graduate Assistants		-		-		-		-		-		-

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	125,544	258,624	399,564	571,600	624,075	667,040	712,044
Institutional Reallocations ²	(12,705)	(142,157)	(251,508)	(421,895)	(469,604)	(507,679)	(547,667)
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 112,839	\$ 116,467	\$ 148,056	\$ 149,705	\$ 154,471	\$ 159,361	\$ 164,377

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance.
 In 2017-2018 assumes 3% tuition increase each year.
 In years 1-3, 12 FTE. In years 4-7, 15 FTE.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.
 No reallocation needed.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance).
 No grants anticipated.

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).
 N/A

(5) Please provide information regarding other sources of the funding.
 N/A

**New Academic Program Proposal:
Doctor of Liberal Studies in the University College at the University of Memphis**

Curriculum:**Program Requirements:**

- Earn 54 hours of post-master's coursework at the 7000 and/or 8000 course level.
- Complete the 21 hours of University College core requirements (including the 6 hour Dissertation/Capstone Project)
 - Foundations in Liberal Studies (3)
 - Research in Interdisciplinary Studies (3)
 - Data-Based Decision Making (3)
 - Liberal Studies Seminar (3)
 - Directed Study/Prospectus Design (3)
 - Dissertation/Capstone Project (6)
- Complete 33 hours in two or more disciplines with no more than 18 hours in any one discipline.
- Successfully complete an oral comprehensive exam and defend the Dissertation/Capstone Project.

Current Courses and Existing Programs:

- Within the University College, faculty with terminal degrees and graduate faculty status already teach the following courses:
 - UNIV 7000 – Foundations of Liberal Studies
 - UNIV 7100 – Research in Interdisciplinary Studies
 - UNIV 7111 – Data-Based Decision Making
 - UNIV 7200 – Liberal Studies Seminar
 - UNIV 7996 – Independent Study
- Each course will have an 8xxx-level section added to them to serve the DLS program and separate the course from the Master of Arts in Liberal Studies program.
- Other existing courses come from departments across the University of Memphis.

New Courses Needed:

- UNIV 9000 – Dissertation/Capstone Project Research (1-9 credit hours)
 - Serving as the final part of a student's Doctor of Liberal Studies program, the Dissertation/Capstone Project course will be taken in the final 1-2 semesters of a student's tenure in the program. The dissertation may either be a traditional dissertation or may be a project that has an implementable initiative aligned with the student's course of study and profession. The emphasis of a project should be a community-based initiative that enhances the student's workplace or the community.
 - Students must take a total of 6 dissertation credits before qualifying for the DLS degree. Students may take additional dissertation credits needed to complete their Dissertation/Capstone Project, but only 6 will count toward degree requirements.

You must contact the Graduate Studies Coordinator before enrolling for Dissertation/Capstone Project credits.

Distance Learning:

- All DLS core courses provided through the University College (UNIV) will be offered both online and on campus.

Course Syllabi:

- Attached at the close of this document in Appendix A.

Academic Standards:

- Hold an earned Master's degree from a regionally accredited U.S. college or university. International Master's degrees will be evaluated on an individual basis.
- Have a cumulative Grade Point Average (GPA) of 3.25 on a 4.0 scale in all earned graduate coursework.
- Acceptance to the University of Memphis Graduate School.
- Submit a portfolio of professional work experience along with a detailed statement or educational and professional goals.
- Interview with the Graduate Admissions Committee in the University College.
- GRE is not required.
- Submit a proposed Course of Study identifying specific courses (with substitutes) to be completed outside of the University College DLS Core.
- Students may apply for Experiential Learning Credit (ELC). Up to 12 hours of ELC may be applied towards the degree.

Diversity: Tables supplied by the University of Memphis Office of Institutional Research

Enrollment by Ethnicity and Gender					
	Spring 2017	Undergrad	Mast & EDS	Prof & Doc	Total
FEMALES	.	.	.	.	.
Unspecified	.	.	.	.	.
Alaskan	.	.	.	.	.
American Indian	4	.	.	.	4
Asian	13	1	.	.	14
Black	447	67	1	.	515
Hispanic	19	.	.	.	19
White	258	26	.	.	284
Pacific Islander	.	.	.	.	.
Multi-Race	22	3	.	.	25
Non-Resident Alien	3	1	.	.	4
MALES	.	.	.	.	.
Unspecified	1	.	.	.	1
Alaskan	.	.	.	.	.
American Indian	1	.	.	.	1
Asian	4	.	.	.	4
Black	143	19	.	.	162
Hispanic	12	3	.	.	15
White	168	17	.	.	185
Pacific Islander	.	.	.	.	.
Multi-Race	8	1	.	.	9
Non-Resident Alien	2	1	.	.	3

Program Enrollment and Graduates:

- Three Year Projected Enrollment
 - 12-15 students enrolled every year for a total of 36-45 students in the program with no anticipated graduates within three years.
- Five Year Projected Enrollment
 - 12-15 students enrolled every year for a total of 60-75 students in the program with 12-15 anticipated graduates within five years.
- Seven Year Projected Enrollment
 - 12-15 students enrolled every year for a sustaining total of roughly 75 students in the program with 12-15 anticipated graduates each year after the fifth year of the program.

Administrative Structure:

- The University College is the administrative unit housing the DLS degree.
 - Within the University College, the College Dean and Associate Dean with graduate responsibilities are the department heads, while the Graduate Studies Coordinator (currently Colin Chapell) is the program director.

Faculty Resources: As ours is an interdisciplinary program, the following University College faculty are available to teach the DLS Core Courses. Students will then complete courses in other disciplines identified in their Course of Study.

Current Faculty: (CV's attached in Appendix B)

- Dr. Dan Lattimore, Dean of the University College – Dr. Lattimore will be transitioning to teaching faculty effective September 2017, and has Graduate Faculty status.
- Dr. Bill Akey, Interim Vice Provost for Enrollment Services – Dr. Akey currently teaches one class for the University College and has Graduate Faculty status.
- Dr. Joanne Gikas, Associate Dean of the University College – Dr. Gikas currently teaches in our Professional Studies program and has Graduate Faculty status.
- Dr. Colin Chapell, Graduate Studies Coordinator – Dr. Chapell currently teaches in our Master of Liberal Studies program and has Graduate Faculty status.
- Dr. Ron Serino, Instructor – Dr. Serino currently teaches in our Liberal Studies program and is in process of acquiring Graduate Faculty status.
- Dr. Joy Austin, Instructor – Dr. Austin currently teaches in our Master of Liberal Studies program and has Graduate Faculty status.
- Dr. Herb McCree, Instructor - currently teaches in our Master of Liberal Studies program and has Graduate Faculty status.
- Dr. Radie Krueger, Instructor – currently teaches in our Master of Professional Studies program and has Graduate Faculty status.
- Dr. Tom Russell, Instructor – currently teaches in our Liberal Studies program and has Graduate Faculty status.

Anticipated Faculty:

- Mr. Hal Freeman, Instructor – Mr. Freeman currently teaches in the University College's Master's of Professional Studies program and is an ABD Doctoral Candidate with Graduate Faculty status.

Library and Information Technology Resources:

- University of Memphis Libraries - from the University Libraries website (<http://www.memphis.edu/libraries/about/forms/ulholdings.pdf>)
 - The University Libraries consists of the McWhorter Library and three branch libraries: Music Branch Library located on the Main Campus in the Rudi E. Scheidt School of Music; Lambuth Campus Branch Library located in Jackson, TN; and the Health Sciences Branch Library located on the Park Avenue Campus in the

Community Health Building. Onsite use of the University Libraries' facilities is available not only to the students/faculty/staff of the UofM, but also to the general public from the local community and surrounding Mid-South area. In cooperation with the UofM Office of Disability Resources for Students, the University Libraries houses the Assistive Technology Lab in the McWherter Library first floor Learning Commons.

- The collections held by the University Libraries as of June 30, 2013, include 1.3 million bound volumes; 3.7 million pieces of microformat materials; 10+ million manuscript pieces; 814,000+ photographs; and a wide variety of audio-visual materials. The University Libraries' electronic resources are made available via the University Libraries' website www.memphis.edu/libraries. Faculty and students have access to 76,000+ full-text electronic books, 17,000+ full-text journals and over 350 electronic databases that, in turn, provide access to additional journals, books, newspapers, etc. Items not available locally may be obtained by faculty and students from other libraries through the University Libraries' Interlibrary Loan Office.
 - Two collections of note within the McWherter Library are the Government Publications Collection and the Special Collections.
 - The Special Collections house personal and organizational papers, manuscripts, rare books, photographs, oral histories, and the UofM archives.
 - The University Libraries are significant resources for both The University of Memphis and the Mid-South region. While the primary mission of The University Libraries is to serve the University community, library services are extended to students and faculty in other colleges and universities in the Memphis area, local and regional corporations, governmental agencies, and adult citizens of the community
 - The Ned R. McWherter Library was designed to provide state-of-the-art access to information technology and to be fully accessible to the disabled. It has 725 network connections throughout the building, including those in study carrels, group study rooms and the Learning Commons. Wireless connectivity is provided throughout the building on all floors. Students, faculty, and members of the University of Memphis community can access many library assets from anywhere in the world via the McWherter Library's online databases and online resources.
- In addition to the University of Memphis Libraries, the University of Memphis also hosts a number of Research Centers and Institutes.

Support Resources:

Evidence of Willingness to Partner:

- The University College has existed since 1975 with the mission to partner with programs across disciplines and provide an interdisciplinary education to students at the University of Memphis.
- In addition to the many departments that we work with on campus, the University College has formed partnerships across Memphis with organizations including but not

limited to: the Memphis City Schools; Tennessee Department of Transportation; the Urban Child Institute; and Ready, Set, Grow! Memphis.

Other Support Currently Available:

- Current Support Staff Available to the DLS Program
 - Dr. Dan Lattimore, Dean
 - Dr. Joanne Gikas, Associate Dean
 - Dr. Colin Chapell, Graduate Studies Coordinator
 - Ms. Elizabeth Buck, Senior Administrative Assistant
 - Ms. Mary Crites, TN eCampus Affairs Coordinator
 - Ms. Maddie Griffith, University of Memphis Marketing Manager for University College
 - Ms. Kelsey Pierce, Graduate Assistant for Social Media in the University College

Other Support Needed:**Facilities and Equipment:**

Existing Facilities and Equipment: The University College currently has administrative and faculty offices in Brister Hall, Manning Hall, and Building 1 on the South Campus, as well as a number of faculty offices at the Lambuth Campus. In addition to these physical locations, many of our student interaction happens across the world through our online graduate courses.

Additional Facilities and Equipment: No new facilities or equipment is needed; though, as the program grows we can reassess.

Marketing and Recruitment Plan:

- Working with the University of Memphis Marketing Manager for University College and our Graduate Assistant for Social Media, we will create a marketing plan that includes the ready pools of Master of Arts in Liberal Studies (MALS) alumni that have expressed interest in a DLS program, as well as a print and online campaign through organizations such as the Association of Graduate Liberal Studies Program (AGSLP) and GraduateSchools.com.

Assessment/Evaluation:

- The interdisciplinary nature of the DLS program means that we will have external review and assessment with several professional organizations such as the Association of Graduate Liberal Studies Program (AGSLP) and institutions with graduate Liberal Studies programs including: Southern Methodist University (SMU); Georgetown University; Washington University in St. Louis; Tufts University; and Washington State University.

- The University of Memphis itself is accredited through Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) with external THEC review every 5 years.

Accreditation:

- The University of Memphis is accredited through SACCS-COC with a number of professional programs accrediting their degrees through professional organizations.

Funding:

- The DLS is a self-funded program as students will be part- time (full-pay) students. There are no scholarships or graduate assistantships planned. Additionally, the administrative cost will be minimal to start the program since we already have a Master of Liberal Studies program in place.

Appendix A: Course Syllabi

UNIV 7000
Foundations of Liberal Studies

Required Text: *The Art of Being Human*, 10th edition —Janero and Altshuler
(with www.myhumanitieskit.com)

If you buy the new 10th edition from the University of Memphis, you will receive a bundle (at no extra charge) including the very helpful www.myhumanitieskit.com, which will be a great asset to your textbook and to the course. However, if you choose not to buy the new book, you may use the older 9th edition, although there will be a charge if you choose to purchase www.myhumanitieskit.com, a supplement that is suggested but not required. For each module, the first set of assigned textbook pages will apply to the 10th edition; the second set will apply to the 9th edition.

Course Description:

UNIV 7000 is a course designed to show many of the connections in our lives. An analytical introduction to graduate liberal studies that focuses on the liberal arts, this course and its readings will reveal how past and present thoughts, perceptions, and actions reveal the human condition. The three most important emphases of this course are analytical reading, critical thinking, and academic writing.

Course Objectives:

- Ability to read and think critically
- Ability to respond insightfully to others' ideas
- Ability to express ideas in an organized and effectively structured standard form
- Ability to see connections in human experiences

Course Topics:

- The Humanities—Overview
- Literature
- Art and Music
- Religion and Morality
- Happiness and Love
- Life and Death
- Freedom

Assignments:

- Readings
- Discussion posts and responses for each module—35 pts.
Initial post = 3; response to 2 classmates = 2
- Four response papers—20 pts. (5 pts. each)
- Two major papers—35 pts. (#1 = 15; #2 = 20)
- Final exam—10 pts.

- **Discussion Posts and Responses:**

Discussion posts and responses to classmates' discussions posts are an important part of this course. There are **two discussion requirements for each module**: you will post **your own discussions** by a certain date; then you will **respond to at least two classmates' posts** by a certain date. Your own answers should reveal depth of thought, and the answer to each question should be a minimum of 2-3 sentences; your responses to others' posts should also reveal depth of thought as well as respect for others' opinions, even if you disagree. Before you respond to someone, you should carefully review the discussion threads. Responses like "I agree" or "Great comment" without explaining why you agree or why you consider the comment "great" will cause you not to receive credit for that discussion response. Also, you do not have to respond to a classmate's answer to each question; you may respond to answers to a few specific questions, or you may respond overall. Whatever you choose to respond to, you need to respond fully. You will not receive a letter grade for each discussion, but the discussion posts will count a major part of your final grade.

- **Response Papers:**

In each of your four response papers, you will reflect on something you have read. Each of these responses should be approximately one page in length (Times New Roman, 12-point font). You may write one well-developed paragraph in which you support one major idea, or you may choose to write two paragraphs. The format for each response paper is not the essay format; each response should be one or two developmental paragraphs. Be sure to organize and edit carefully. You will receive a letter grade for each response paper.

- **Major Papers:**

You will submit two major papers. Each of these needs to follow the structure for an essay in which you include the following: a title page, a strong introduction which leads to a clear and focused thesis statement, strong supportive developmental paragraphs, and a powerful concluding paragraph. You should use either MLA or APA format. Of course these papers must be written in standard academic format. You will receive a letter grade for each paper.

- **Final Exam:**

For the final exam you will answer a series of discussion questions. You must write full, specific answers to the questions you select. The final exam should display your ability to think critically and to support fully. You will receive a letter grade.

PLEASE SUBMIT ALL ASSIGNMENTS TO THE DROPBOX.

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

Class Policies:

1. Most importantly, you must carefully **read and study all assignments**.
2. **Class discussion and interactivity** are very important. For each module you are required to participate in discussion forums as posted by the instructor. In addition, you must respond to at least two other students' discussions for each module.
3. Follow proper **MLA format or APA format** when you submit a paper.
4. Present academic papers that reflect **careful proofreading and editing**. Papers should be grammatically and mechanically polished.
5. Be disciplined and carefully follow **deadlines for submission** of work. Overall, there is no acceptance of late work.
6. Maintain **close communication with the instructor** of this course, who will try to answer any e-mail as soon as possible. Use either eCourseware or University of Memphis e-mail.
7. For any problems with online issues, please contact the **UM Help Desk at 901-678-8888** or at www.helpdesk.memphis.edu.

Policy on Plagiarism:

Plagiarism is a serious offense. The University of Memphis regards plagiarism as academic dishonesty. Consequences of plagiarism include failing an assignment, receiving a lower course grade, and possibly even failing the course.

According to the University of Memphis Code of Student Conduct, plagiarism is "including, but not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." <http://exlibris.memphis.edu/help/plagiarism/index.html>

You might be plagiarizing if you:

- Submit someone else's work as your own
- Buy a paper from a website or other source

- Copy sentences, phrases, paragraphs, or ideas from someone else's work without giving the original author credit
- Replace select words from a passage without giving the original author credit
- Copy any type of multimedia, computer programs, music compositions, graphs, or charts from someone else's work without giving the original author credit
- Build on someone else's idea or phrase to write your paper without giving the original author credit
- Submit your own paper in more than one course without permission.

Students with Disabilities:

“Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy the course criteria are encouraged to meet with the Student Disabilities Services Center to identify, discuss, and document any feasible instructional modification or accommodations.” www.memphis.edu/sds

Harassment:

The University of Memphis believes it important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member (because of age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or culture group membership), you can choose to pursue one or more of the following:

- Speak directly to the person whose behavior you consider to be inappropriate
- Speak to the instructor, the Department Chair (901-678-2716), or the University's Affirmative Action Officer (901-678-2713).
- Contact the Assistant Dean of Students (901-678-2298) in the Office of Student Judicial Affairs.

UNIV 7100
Research in Interdisciplinary Study
Course Syllabus

Course Description:

This course is concerned with the study and application of research methods appropriate to liberal and professional studies. This course will provide a general introduction to research methods, as well as providing practical exposure to literature reviews, data collection and analysis, and the research proposal. Quantitative and qualitative research methodologies will be covered in preparation for the later courses in these areas.

Course Goals:

The primary goal of this course is to present the basic concepts and strategies in research which transcend the boundaries of specific academic areas. These basic concepts include obtaining data, analysis of data, and interpretation of data and statement of conclusions. This course will guide students from topic selection to completed research report with practical suggestions based on a solid theoretical framework and sound pedagogical devices. Students will come to understand that research needs planning and design, and they will discover how their own research projects can be executed effectively and professionally.

Course Topics:

1. Topic Statement
2. Literature Review
3. Introduction
4. Research Methodology
5. Prospectus

Required Textbook:

John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed., 2014 | ISBN 978-1-4522-2610-1.

Discussions and Assignments:

5 Discussions (each worth 10 points) – 50 points
5 Assignments (each worth 10 points) – 50 points

100 total possible points

Grading Scale:

GRADE	POINTS
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 or below

Class Participation

Interactivity is an important part of this course. In order to insure interactivity, students will be required to participate in discussion forums as posted by the instructor. Students are also expected to maintain communications with the instructor via eCourseware email or University email.

Discussion Boards

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other students thoroughly before entering your remarks.
- Respond in a thoughtful and timely manner.

Plagiarism

Plagiarism is a serious academic offense. The University of Memphis regards plagiarism as academic dishonesty. Consequences of plagiarism include failing an assignment, receiving a lower course grade, and even failing a course.

According to the University of Memphis Code of Student Conduct "[t]he term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

<http://exlibris.memphis.edu/help/plagiarism/index.html>.

You might be plagiarizing if you:

- Submit someone else's work as your own.
- Buy a paper from a papermill, website or other source.
- Copy sentences, phrases, paragraphs, or ideas from someone else's work, published or unpublished, without giving the original author credit.
- Replace select words from a passage without giving the original author credit.
- Copy any type of multimedia (graphics, audio, video, Internet streams), computer programs, music compositions, graphs, or charts from someone else's work without giving the original author credit.
- Piece together phrases, ideas, and sentences from a variety of sources to write an essay.
- Build on someone else's idea or phrase to write your paper without giving the original author credit.
- Submit your own paper in more than one course without permission.

Students with Disabilities (SDS)

Qualified students with disabilities will be provided reasonable, necessary and confidential academic accommodations if determined eligible by the university. It is your responsibility to contact the SDS office and to follow the procedures for having a written verification for specific accommodations from the university disability services staff sent to the instructor within the first two weeks of the semester. Student Disability Services office is at 110 Wilder Tower; 901.678.2880; www.memphis.edu/sds.

Dealing with Harassment

The University of Memphis believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the instructor, the Department Chair (678-2716), or the University's Affirmative Action Officer (678-2713).
3. You may contact the Assistant Dean of Students (678-2298), in the Office of Student Judicial Affairs.

It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly. In all complaints of discrimination, including sexual harassment, the Office of Affirmative Action will be notified.

UM Help Desk | helpdesk.memphis.edu or 901.678.8888

Data Based Decision Making

UNIV 7111

Technical Information	Students enrolled in this hybrid course section must have an internet connection, an e-mail address, and a web browser. You may send and receive email inside eLearn also.
Technical Assistance	For problems with hardware, software, or browser call 678-8888
Description	<p>This course combines resources and communicative power of the internet, videos, lectures, PowerPoints, discussions and readings to create a learning community where students and instructor explore interact to explore, articulate, and learn about the developing adult at three stages:</p> <ul style="list-style-type: none">• <u>This course will examine how you interpret research data and turn it into useful or meaningful information. Students will study the use of business intelligence to prepare and present useful information in supporting conclusions and decision-making.</u>
Course Objectives	<ul style="list-style-type: none">•<ul style="list-style-type: none">○ Provide understanding for the study of Decision-analysis Techniques<ul style="list-style-type: none">▪ o Develop the necessary working background in<ul style="list-style-type: none">▪ Model Building▪ Analysis for decision making▪ Develop systematic thinking about complex problems▪ Improve quality of decisions▪ Gain practice in real-world problem solutions▪ o Develop the skills needed<ul style="list-style-type: none">▪ Structure a problem and arrive at a decision▪ Understand and represent decision modeling

Materials Required for Course

- Prepare and present the analysis and subsequent decision
- Textbook: Making Hard Decisions with DecisionTools, 3rd Edition
Robert T. Clemen; Terence Reilly
ISBN-10: 0-538-79757-6
ISBN-13: 978-0-538-79757-3
- the book is available through <http://www.cengage.com/us/> for hard copy purchase, rental and e-book options

Methods and Activities

This course will include textbook readings, eLearn asynchronous group discussion, written papers, quizzes, and a final project presentation.

Your grade for this course will be based on your performance in several areas. The ability to express yourself articulately in written form is a top priority. Written assignments should be constructed using standard English spelling, grammar, sentence, and paragraph construction. The following guidelines will be used to evaluate **written assignments**:

Guidelines for Written Assignments

Spelling	5%
Grammar	15%
Organization Unity of whole, paragraph development, transitions, topic sentences, introduction/conclusions	10%
Readability General writing ability, clarity of argument, unity of diction, slang	10%
Content of Argument/Exposition Completeness of content; ability to analyze, synthesize, and evaluate material	40%
Substantiation Use of resources, knowledge of research	20%
TOTAL	100%

Written assignments should be word-processed and double-spaced unless noted otherwise. All work should be formatted according to the APA (American Psychological Association) style. Please follow the guidelines available at <http://www.dianahacker.com/resdoc/>. A link to a sample paper written in APA format is available on the home page.

If you would like to strengthen your writing skills there are a number of services on campus that are designed to assist you. I will be glad to offer recommendations. The following rationale will influence the assignment of grades for essays:

A. Clear and specific answers, directed at questions posed; detailed understanding of the readings; sound organization; few or no mechanical errors; clear, unambiguous sentences, perhaps with a touch of elegance. In an "A" essay, a lively, intelligent voice seems to speak. It has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.

B. Clear and specific answers, directed at questions posed; organization and continuity; probably some minor mechanical errors, but no major ones; slightly awkward style may be present at times; ideas are reasonable and grounded in the readings. In a "B" essay, work and thought have obviously gone into the essay; the writer has a definite point to make and makes it in an organized and competent way.

C. Weak, fuzzy or trivial answers; a certain amount of confusion about what the readings actually say; many minor mechanical errors and perhaps a few major ones (such as incomplete sentences or consistent misuse of apostrophes); examples given for their own sakes or to demonstrate only that the writer has read rather than to prove a particular point; unclear organizational structure; words misused; diction is inconsistent; proofreading is weak; the intended audience is unclear. A "C" essay contains some good ideas, but the writer needs help and work to make them clear to the reader.

D. Answers partial or missing; major mechanical problems; poor organization; serious misinterpretation of readings; stretches of logic; narrative account of the readings with no apparent purpose; essay shorter than the assigned length or otherwise written with disregard for instructions. In a "D" essay, the writer doesn't really have a point to make and has some serious problems writing.

Guidelines for Discussions	<p>F. The essay is plagiarized in part or as a whole, reveals that the writer has probably not read, or shows general weaknesses even greater than those of a "D" essay.</p> <p>You will engage in a series of discussions throughout the semester. For each discussion (excluding the introduction and wrap up), you will post a minimum of <u>three posts</u>.</p> <ul style="list-style-type: none"> • Your <u>first post</u> must be 2 substantial paragraphs answering the topic and cite your sources underneath if you use information that is not your own –which is most of the time. • Your remaining <u>two posts</u> should be in response to a classmate's post in which you further the conversation by asking a question, asking for clarification or adding more facts form the readings to their post. • <u>Each post should be on a different day of the week</u>. Posts made on the same day as another will not earn credit. (WAIVED for Summer term) • You must post within the week on the course schedule. You cannot post ahead of schedule. • Absolutely NO credit is given for late posts and no makeups for discussions are allowed. 		
Guidelines For Quizzes	<p>You will have 3 quizzes.</p> <p>To be successful on these, you must read the textbook or the lecture posted in the module – WITHOUT FAIL. You should also view the PowerPoints.</p> <p>Hint: While you are reading the online lecture or the textbook, TAKE NOTES and study those notes for the quiz.</p> <p>Quizzes are 10 T/F or MC questions worth 2 points each, and you have 30 minutes to take them. You only get one attempt so make sure you are at a reliable internet connection and are ready to take it before you click on it. Only under extreme justification will a quiz be reset.</p>		
Guidelines for Final Project	<p>The final project covers XXXXXXXXXXXXXXXX</p>		
Assignment Value	<table border="1"> <tr> <td data-bbox="586 1808 1146 1850"><u>Professional Introduction Post</u></td><td data-bbox="1146 1808 1312 1850">10</td></tr> </table>	<u>Professional Introduction Post</u>	10
<u>Professional Introduction Post</u>	10		

<u>Structuring the Problem</u>	30
<u>Structuring and Decision Maker's Values</u>	30
<u>Quiz 1</u>	20
<u>Discussion</u> TBA	30
<u>Discussion</u> TBA	30
<u>Quiz 2</u>	20
<u>Project Proposal</u>	50
M3 Quiz	20
<u>Discussion</u> TBA	30
<u>Final Project and Presentation</u>	100
<u>Wrap up Discussion</u>	10
Total Points Available	380

Grade Calculation

To arrive at your final grade, simply look at your total points earned and compare to the list below to get your letter grade.

A = 342-380 points

B = 304-341 points

C = 266-303 points

D = 228-265 points

F = 227 and Below

Other Course Policies

Plagiarism

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You are committing plagiarism if you:

Submit someone else's work as your own.

- Buy or download a paper from a paper mill, website, or other source.
- Copy and paste text (a few words or entire paragraphs) from Wikipedia, Westlaw, Lexis-Nexis, or another website without duly acknowledging the original source.
- Reproduce or paraphrase sentences, paragraphs, or ideas from someone else's work (published or unpublished), without giving the original author credit.
- Improperly omitting or misusing quotation marks (we'll discuss this in class).
- Replace select words from a passage without giving the original author credit.
- Copy any type of multimedia (graphics, audio, video, etc.), computer programs, graphs, or charts from someone else's work without giving the original author credit.
- Piece together phrases, ideas, and sentences from a variety of sources to write a paper.
- Build on someone else's idea or phrase without giving the original author credit.
- Submit your own paper in more than one course without permission.

Students with Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the office of Disability Resources for Students. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations. It is the student's responsibility to initiate contact with the office of Disability Resources for Students and to follow the established procedures to get registered with their department. The office of Disability Resources for Students is located at 110 Wilder Tower; 678-2880; www.memphis.edu/drs.

Dealing with Harassment

The University of Memphis believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the instructor, the Department Chair (678-2716), or the University's Affirmative Action Officer (678-2713).
3. You may contact the Assistant Dean of Students (678-2298), in the Office of Student Judicial Affairs.

It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly. In all complaints of discrimination, including sexual harassment, the Office of Institutional Equity will be notified.

If any of you need educational assistance, please see the following campus resources:

- Tutoring and assistance in study skills: Contact the Educational Support Program (ESP) Office. This office offers individual and group tutoring, consultation, study strategies, writing assistance, and other services.

<http://www.memphis.edu/esp>

- NOTE: First-generation college students and/or on a Pell Grant might also be eligible for assistance through the Trio Program at Student Support Services. <http://saweb.memphis.edu/trio/>

- There are also several services available for online students through the Online Student Orientation site. <http://memphis.edu/oso/services.php>
- Students may also review important semester deadlines through the registrars calendar. http://www.memphis.edu/registrar/calendars/dates/14s_dates.php

Course Syllabus

UNIV 7200 M51 – Modern Social Justice Movements

3 Credit Hours

Course Description:

In this interdisciplinary course students will explore a variety of social justice problems as well as a number of organizations and movements that attempt to address these issues. Students will read some of the best scholars' work from multiple disciplines and watch a number of documentaries addressing these issues. Students will then write several book reviews, participate in class discussions, write reflection papers each module, and a capstone paper at the end of the course.

Course Modules/Themes:

- Introductory Module
- Modern Day Slavery/Human Trafficking
- Economic Injustice
- Gender Inequality
- Racial Inequality

Course Objectives:

Upon successful completion of this course, students will:

- An interdisciplinary understanding of both international and domestic social justice issues.
- A factual knowledge of the events and people of this historical period.
- Developed and improved their skills in analysis, critical thinking, and the ability to relate disparate information.
- Improved their ability to relate the significance of the subject through written assignments and online discussions.

Prerequisites:

There are no prerequisites.

Course Topics:

- Inequality
- Violence
- Systematic Oppression
- Sexism
- Human Trafficking
- Modern Day Slavery
- Racism
- Consumer Culture

Specific Course Requirements:

- Weekly Postings - Original postings due Wednesdays at 11:59pm and at least two substantive replies due Fridays at 5 pm.
- One 4-5 page Reflection Paper for each of module.
- Three 3-4 page Book Reviews
- One 15-20 page Social Justice Research Paper that relates a topic of the student's choosing to the course.

Required Textbooks:

Please visit the Virtual Bookstore to obtain textbook information for this course: <http://rod.p.bkstr.com>. Move your cursor over the "Books" link in the navigation bar and select "Textbooks & Course Materials." Select your Program, Term, Department, and Course; then select "Submit."

There are assigned, required books for this course. There are also a number of articles that students are responsible for, supplied by the instructor. In addition, students must watch a number of assigned documentaries. Students are responsible for finding these documentaries. Many of them are available through Netflix, iTunes, Vimeo, or similar sites for free. Although these licensing arrangements can change, students are still responsible for finding and viewing each.

Assigned books:

- *The Locust Effect* – Gary Haugan (Law)
- *Human Trafficking* – Louise Shelley (Sociology)
- *The Price of Inequality* – Joseph Stiglitz (Economics)
- *Half the Sky* – Nicholas Kristof and Sheryl WuDunn (Journalism)
- *The New Jim Crow* – Michelle Alexander (Law)

Assigned Documentaries (Links can be found in the relevant module):

- “Nepal’s Stolen Children” – CNN Freedom Project
- “Branded: Sex Slavery in America” – CNN Freedom Project
- “A Path Appears: Season 1 Episode 1” – PBS
- “The True Cost” – Life is My Movie Entertainment
- “Girl Rising” – Docurama
- “Ferguson: Report from Occupied Territory” – Fusion
- “White Like Me” – Tim Wise
- “#BlackLivesMatter” – ABC Foreign Correspondent

Hardware Requirements:

The minimum requirements can be found at http://www.rod.p.org/students/hardware_software.htm.

Please note that a computer with a working internet connection is a requirement of the course, and “the internet wasn’t working” will not be counted as a valid excuse for attempts to post or turn in papers late.

Software Requirements:

Students *must* turn in all assignments saved as a Word or PDF file. (Either .doc or .docx is acceptable.) Other minimum requirements can be found at http://www.rodip.org/students/hardware_software.htm.

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information.

A student can expect to receive a response from the instructor within 24-48 hours of a student's email to the instructor during the week unless notified of extenuating circumstances.

Grading Procedures:

Discussion Topic Responses

Discussion Topic Responses (Weekly Postings) are the primary tool for communication in this course. As such, students must post each week there is a topic assigned. Postings are due each Friday night at 5 pm. The new week opens at 12 midnight Saturday morning. **Original postings are due Wednesdays by 11:59 pm, replies are then due on Fridays at 5 pm.** You must have both an original post and at least two replies by their respective due dates to receive any credit for the week. This gives everyone a chance to actually read and think about different people’s postings. This is also so that I can be a part of these discussions. This is an important class that discusses a lot of important issues, and, frankly, I want to be a part of the discussions as well.

Additionally, in order to get credit for the week, you must not only post an original comment by Wednesday at 11:59 pm, you must also reply to at least two other people each week. If you do not reply, you will not get credit for that week. Simply replying, “Great post, I agree” while polite, will not receive full points. Students are expected to give substantive responses. I hope that these forums become a chance for everyone to actively participate and invest in the course.

To access the discussion boards, click on the 'Discussions' link on the Course Menu. The discussion boards provide an excellent forum for students not only to discuss the particular topic under consideration, but they also allow students the opportunity to consider other viewpoints. Some of the questions are provocative, and none of them has a single correct answer, so make sure to provide valid reasons for your argument or viewpoint.

Please note that there are 14 weeks to post, but I will only grade 13. I recognize that there are weeks that everyone gets overwhelmed and might have to miss discussion, and have tried to provide for that. The only option for extra credit in this course is for you to post and reply on each of the 14 discussion boards.

Papers

This course has three types of papers that are a significant part of your grade. This means that you need to read the following guidelines carefully. I have supplied you with a "Tips for Writing Academic Papers" handout, as well as a "Footnote Guide" handout. Please do use these.

All papers should use double-spaced text in Times New Roman 12-point font with one-inch margins using academic English. These papers must be uploaded to the Dropbox by the appropriate date. Late papers may or may not be accepted; that is up to the discretion of your instructor. The paper **must** follow the Chicago Manual of Style. (This book is not required, though I do recommend getting it.) The following web link will serve as a general introduction to the Chicago Style for citations, however the student should consult the publication for final guidance. [Chicago Manual of Style online](#).

Be sure to provide citations (either footnotes or parenthetical references are ok) for quotes, paraphrases, or ideas developed by someone else. Failure to do so is plagiarism and will result in a grade of zero. Extensive plagiarism will result in a failing grade for the course. Direct quotes should be kept short and to a minimum. **Do not use Wikipedia under any circumstances.**

I expect these papers to be in essay format. This means that they must have an introductory paragraph with a clearly defined thesis, the main body of the paper must use evidence from the module that supports the thesis, and there has to be a concluding paragraph that restates the thesis. In addition, you should use academic English in these papers.

Reflection Papers

At the end of each module, we have a Reflection Paper (RP). Each RP should be 4-5 pages of text in length (double-spaced, 12-point Times New Roman, 1-inch margins), and should discuss the main arguments of the book(s) that we read as well as at least 2 other readings. What I am looking for is how **you** engaged with these readings. In other words, some questions that you could answer are: what were you persuaded by or what did you not find persuasive? What surprised you? What links did you find with previous modules? What will you take away from this module's readings?

This is, by design, a hybrid assignment. You need to be both academic rigorous and personally engaged as you write these. Be aware, I will not be sharing anything that you write in these, nor will I be critiquing life choices. Rather, I will be grading the level in which you engage the readings.

Book Reviews

At the end of the second week of three modules, students must turn in a 3-4 page book review for the assigned book. In that book review, they must identify the thesis of the book, provide their assessment of how well the author defended that thesis using examples from the book, and relate it to at least two other sources (readings or documentaries) from that module.

More information and instruction on book reviews can be found in the Book Review Guide module.

Social Justice Research Paper

As much as we have tried to cover some of the social justice movements in the 20th Century, we have not hit every one. There are many organizations trying to bring about justice and release people from oppression. For your final paper, you need to research a social justice organization that we do not talk about in this class. You will then write a 15-20 page paper (meaning that your text, excluding the bibliography and title page should be 15-20 pages), using 12-15 sources that does the following:

- 3-5 pages outlining the problem the organization tries to address
- 3-5 pages describing the history of the movement/organization, including at least one important event of the organization's history
- 2-4 page biography of one or two important leaders of the organization
- 3-5 pages describing how the organization tries to confront injustice and how others can get involved

Your paper ***must*** include citations throughout as well as a bibliography. You may use either Author-Date (parenthetical style) or footnotes style from Chicago Manual of Style for your citations. Either way, you **MUST** have a full bibliography at the end of your paper (this bibliography does NOT go towards your page count).

Because this is a significant part of your grade, there are due dates along the way to make sure that you will be able to earn the most points. Please do be aware of the following deadlines.

Week 4: Social Justice problem/organization due
Week 7: Annotated Bibliography of sources due
Week 13: Rough Draft of the problem section due

Graded Items

Assignment	Points Possible
Weekly Discussions – 20 each * 13 weeks	260
Reflection Papers – 55 each * 5x	275
Book Reviews – 55 each * 3x	165
Final Paper	175
Social Justice problem	35
Annotated Bibliography	40
Rough Draft of Problem Section	50
<i>Total points possible</i>	<i>1000</i>

UNIV 7200
Liberal Studies Seminar
The Modern American South
Course Syllabus

Required Texts:

Southern Culture: An Introduction, 2nd ed.—Beck, Frandsen

Dixie Rising: How the South Is Shaping American Values, Politics, and Culture—Peter Applebome

The Faulkner Reader—William Faulkner

The Collected Stories of Eudora Welty—Eudora Welty

Cat on a Hot Tin Roof—Tennessee Williams

Before Women Had Wings—Connie May Fowler

Optional Text:

The New Encyclopedia of Southern Culture: Volume 4, Myth, Manners and Memory—ed. by Charles Reagan Wilson

(Since you will not be assigned to read all works in the Faulkner and Welty anthologies, you are not required to purchase these two textbooks as long as you can find the assigned selections elsewhere.)

Course Description:

UNIV 7200 is a course designed to highlight the modern South, focusing particularly on its politics, its music, its religion, and its literature. In addition to its emphasis on the South and its culture, this course will address the human condition. The three most important emphases of this course are analytical reading, critical thinking, and academic writing.

Course Objectives:

- Ability to read and think clearly
- Ability to respond insightfully to others' ideas
- Ability to express ideas in an organized and effectively structured standard format
- Ability to see connections in human experiences

Course Topics:

- The Old and New South—Overview
- Political climate in the South
- Musical contributions in the South
- Religious climate in the South
- Literary heritage in the South

Assignments:

- Readings
- Discussion posts and responses
(Modules 1-4 = 5 points each; Module 5 = 8 points) Total for discussions = 28 points
- Book review—15 points
- Three field trips and three response papers—7 points each = 21 points
- Thesis and outline of researched paper—6 points
- Researched paper—20 points
- Final exam—10 points

- **Discussion Posts**

Discussion posts and responses to classmates' posts are an important part of this course. There are **discussion requirements for each module**. You will post your own discussions by a certain date; then you will respond to at least two classmates' posts by a certain date. Your own answers should reveal depth of thought, and the answer to each question should be a minimum of a few sentences; your responses to others' posts should also reveal depth of thought as well as respect for others' opinions, even if you disagree. Before you respond to someone, you should carefully review the discussion threads. Responses like "I agree" or "Great comment" without explaining why you agree or why you consider the comment "great" will cause you not to receive credit for that discussion response. Also, you may respond to a few specific answers of a classmate, or you may respond overall. Whatever you choose to respond to, you need to respond fully—with insight and clarity.

- **Field Trips and Response Papers**

You are required to write responses to three field trip experiences; in other words, to enrich your Southern experience, you will be visiting places that represent some part of the Southern experience. Each of these responses should be approximately one to three pages in length (Times New Roman, 12-point font). Your purpose is not simply to

describe the museum or the pilgrimage or the battlefield or the studio, but to state and support one or two main points regarding your reflections on **how this place contributes to the Southern temper**. You may write one paragraph as you focus on one idea, or you may write two or more paragraphs as you focus on two or more ideas. Be sure to organize and edit carefully. Along with the responses, you must submit a copy of your receipt or other acknowledgement of your visit.

Field Trip Options:

National Civil Rights Museum (Memphis, TN)
Rowan Oak (home of William Faulkner in Oxford, MS)
Shiloh Battlefield (Shiloh, TN)
Graceland (Memphis, TN)
Carl Perkins Rockabilly Museum (Jackson, TN)
Casey Jones Home and Museum (Jackson, TN)
Holly Springs Annual Pilgrimage (Holly Springs, MS)
Slave Haven Underground Railroad Museum (Memphis, TN)
Sun Studio (Memphis, TN)
Memphis Rock and Roll Museum
Cotton Museum at the Memphis Cotton Exchange (Memphis, TN)
Stax Museum of American Soul (Memphis, TN)
A. Schwab Dry Goods Store (Memphis, TN)

(You may deviate from this list only with prior approval from the instructor.)

- **Book Review**

You will submit a book review of Peter Applebome's *Dixie Rising*. The review should be from 3-5 pages (12-point, Times New Roman) and should include the following: a paragraph of introduction, in which you lay out the purpose of the book and its overall appeal; paragraph discussions of the scope of the book, the scholarship, and the extent to which the book fulfills its purpose; a paragraph or two highlighting what you consider to be main strengths or weaknesses of the text; and a paragraph of conclusion.

- **Researched Paper**

You will submit one paper of 8-10 pages of text in which you support a focused thesis based on primary readings and scholarly research. Your topic should address some area of Southern culture—perhaps politics, music, religion, or literature. You must follow academic format and include the following: a title page, a strong introduction which leads to a clear and focused thesis statement, strong supportive developmental paragraphs, and a powerful concluding paragraph. You should use either MLA or APA format. (You must receive approval for your topic and submit your thesis and outline.)

- **Final Exam**

The format of the final exam will be discussion. You need to write full, specific answers. The exam should display your ability to think critically and to support fully.

Grading Scale:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

Class Policies:

1. Most importantly, you must carefully read and study all assignments.
2. Class discussion and interactivity are very important.
3. Following proper MLA or APA format when you submit a paper. Carefully note specific rules regarding parenthetical citations and list of sources.
4. Present academic papers that reflect careful proofreading and editing. Papers should be graduate quality.
5. Be disciplined and carefully follow deadlines for submission of work. You must submit work to the dropbox. Late submissions, if accepted, will receive point deductions.
6. Maintain close communication with the instructor of this course, who will try to answer any e-mail as soon as possible. Please use this e-mail: jhustin1@memphis.edu.
7. For any technical problems, please contact the U of M Help Desk at 901-678-8888 or at www.helpdesk.memphis.edu.

Plagiarism:

Plagiarism is a serious academic offense. The University of Memphis regards plagiarism as academic dishonesty. Consequences of plagiarism include failing an assignment, receiving a lower course grade, and even failing a course. According to the University of Memphis Code of Student Conduct "[t]he term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by

another person or agency engaged in the selling of term papers or other academic materials." <http://exlibris.memphis.edu/help/plagiarism/index.html>

You might be plagiarizing if you:

- Submit someone else's work as your own.
- Buy a paper from a paper mill, website or other source.
- Copy sentences, phrases, paragraphs, or ideas from someone else's work, published or unpublished, without giving the original author credit.
- Replace select words from a passage without giving the original author credit.
- Copy any type of multimedia (graphics, audio, video, internet streams), computer programs, music compositions, graphs, or charts from someone else's work without giving the original author credit.
- Piece together phrases, ideas, and sentences from a variety of sources to write an essay.
- Build on someone else's idea or phrase to write your paper without giving the original author credit.
- Submit your own paper in more than one course without permission.

Students with Disabilities (SDS):

Qualified students with disabilities will be provided reasonable, necessary, and confidential academic accommodations if determined eligible by the university. It is your responsibility to contact the SDS office and to follow the procedures for having a written verification for specific accommodations from the university disability services staff sent to the instructor within the first two weeks of the semester. Student Disability Services office is at 110 Wilder Tower; 678-2880; www.memphis.edu/sds.

Dealing with Harassment:

The University of Memphis believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the instructor, the Department Chair (678-2716), or the University's Affirmative Action Officer (678-2713).
3. You may contact the Assistant Dean of Students (678-2298), in the Office of Student Judicial Affairs.

It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly. In all complaints of discrimination, including sexual harassment, the Office of Affirmative Action will be notified.

UNIV 7997 Special Project Syllabus

Introduction

The Master of Liberal Studies (MALS) program requires every student to complete a Special Project as the culminating experience in earning the degree. Please carefully read each section of this syllabus and follow its guidelines.

Purpose of the Special Project

The Special Project is the capstone course for the Master of Liberal Studies Degree, serving as the integrative culmination of your program of study. The Special Project should be a substantial piece of independent research or a significant professional project that is logically consistent with the content of your program of study. Your work should demonstrate familiarity with and understanding of a body of professional literature related to a specific topic. The Project should grow out of your program of study and should demonstrate your ability to incorporate the knowledge from the MALS courses you have taken. As your culminating experience, the Special Project should demonstrate your use of the knowledge gained in the program.

Conduct Research and Complete the Project Paper

Once the semester begins you will have approximately three full months to complete your research and write the project paper reporting your literature review, findings and conclusions. Several weeks into the semester you will submit a detailed outline of your project paper with a list of bibliographical resources you are using. Two months into the semester you will submit a first draft of your special project paper. Your project instructor will give you feedback. You must incorporate the instructor's recommendations into the final copy of your special project paper. Because of the range of approaches possible for Projects in the Master of Liberal Studies, defining minimal standards for project papers is difficult. However, if you are following a traditional approach to a Special Project, a report of original research or policy study, the paper documenting your research including the literature review should be at least 7,500 words, not including references.

Oral Comprehensive Exam (Formal Presentation/Defense of Project)

Approximately one month prior to the last day of classes in the semester of your Special Project course, you should contact Special Project Instructor for dates available to schedule your presentation. Presentations of the project can be done in person or via video conference.

The Evaluation Committee for the Special Project presentation consists of the student's Special Project Instructor as well as other members assigned by the MALS Program Director. In the presentation of the project, the student will be asked to: (1) present a summary of the project, (2) explain the way the project was organized and carried out, and (3) explain the relationship between the Special Project and the content of the MALS program. Then the members of the examination committee will ask the student their questions about the Special Project.

Final Corrected, Electronic Copy of Special Project

After the presentation/defense of your project, you will make any final corrections noted by your Special Project Instructor and submit an electronic copy of your project. Your project must include a cover page, abstract, table of contents and reference list. Please contact your instructor if you have questions.

Course Modules:

1. Special Project Proposal
2. Detailed Outline
3. First Draft
4. Oral Comprehensive Exam
5. Final Copy of Special Project

Assignments:

5 Assignments (each worth 20 points) – **100 total possible points**

Grading Scale:

GRADE	POINTS
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 or below

Email

- Always include a subject line.
- Use standard fonts.
- Do not send large attachments without permission.
- Respect the privacy of other class members.

Plagiarism

Plagiarism is a serious academic offense. The University of Memphis regards plagiarism as academic dishonesty. Consequences of plagiarism include failing an assignment, receiving a lower course grade, and even failing a course. According to the University of Memphis Code of Student Conduct "the term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

You are committing plagiarism if you:

- Submit someone else's work as your own.
- Buy a paper from a papermill, website or other source.
- Copy sentences, phrases, paragraphs, or ideas from someone else's work, published or unpublished, without giving the original author credit.
- Replace select words from a passage without giving the original author credit.
- Copy any type of multimedia (graphics, audio, video, Internet streams), computer programs, music compositions, graphs, or charts from someone else's work without giving the original author credit.
- Piece together phrases, ideas, and sentences from a variety of sources to write an essay.
- Build on someone else's idea or phrase to write your paper without giving the original author credit.
- Submit your own paper in more than one course without permission.

Students with Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the office of Disability Resources for Students. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations. It is the student's responsibility to initiate contact with the office of Disability Resources for Students and to follow the established procedures to get registered with their department. The office of Disability Resources for Students is located at 110 Wilder Tower; 678-2880; www.memphis.edu/drs.

Dealing with Harassment

The University of Memphis believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the instructor, the Department Chair (678-2716), or the University's Affirmative Action Officer (678-2713).
3. You may contact the Assistant Dean of Students (678-2298), in the Office of Student Judicial Affairs.

It is important that you speak immediately to someone, with whom you feel comfortable, in order that your concerns can be handled promptly and fairly. In all complaints of discrimination, including sexual harassment, the Office of Affirmative Action will be notified.

UM Help Desk | helpdesk.memphis.edu or 901.678.8888

Appendix B: Faculty CVs

Dan Lattimore

PERSONAL DATA

Present Position: Dean, University College
201 Brister
University of Memphis, Memphis, TN. 38152

Address: 244 Lumsden Circle East, #101, Collierville, TN 38017
Office Phone: 901-678-2991
Home Phone: 901-853-4632

EDUCATION	degree	major	year
Texas Christian University	B.A.	journalism, economics	1966
Texas Christian University	M.A.	economic development	1968
Southwestern Seminary	M.R.E.	education administration	1968
University of Wisconsin	Ph.D.	mass communication	1972

ACADEMIC POSITIONS

Dean, University College, University of Memphis, 2002-present
Vice Provost, University of Memphis, Extended Programs 1998-2014
Dean, University of Memphis, Lambuth Campus, 2011-2014
Associate Dean, University of Memphis, College of Communication & Fine Arts, 1998-1999
Chair, University of Memphis, Journalism Department, 1987-1999
Professor, Department of Journalism, University of Memphis, 1987-present
Professor, Department of Technical Journalism, Colorado State University, 1971-1987
(Assistant, 19971-77; Associate, 1977-86; Professor, 1986-88)
Teaching Assistant, University of Wisconsin, 1968-71.
Part-time Instructor, Economics, Texas Christian University, 1968.

PROFESSIONAL EXPERIENCE

Consultant, USIA, Development of strategic plan for American University in Kyrgyzstan, following site visit with assessment team, 1998.

Consultant, Consortium for International Development, 1986-88. Prepared final project report for Water Management Synthesis II. Also, prepared summary report for African irrigation conference in Kenya.

Associate Director, Water Management Synthesis II Project, 1983-1987. (Full-time 1983; Half-time 1984-87). Directed activities, budgets, personnel for \$2-3 million annual budget at CSU including 15 full-time employees and 20 faculty used on a part-time basis. Project was funded by the U.S. Agency for International Development for \$20 million over five years. It involved three universities.

Communications coordinator, U.S. Agency for International Development, Water Management Synthesis II. Coordinate, plan and supervise communications activities, 1982-83.

Public information specialist, U.S. Agency for International Development, Water Management Synthesis Project I, 1979-82. Editor of project newsletter, booklets and technical reports.

Public information specialist, U.S. Agency for International Development, Water Management Project - Egyptian Water Use and Management, 1980-81.

Public information specialist, U.S. Agency for International Development, Water Management Project in Pakistan, 1976-79.

Public information consultant, U.S. Dept. of Agriculture, Brucellosis Project, 1981.
Public Relations consultant, Schering-Plough, Mountain Bell, Boulder Valley School District, Kitchen Specialties, Southern News Rack Co., and numerous non-profit associations.

Consultant, The International Development Institute, 1986-88. Duties include administering international agricultural development projects and directing communication workshops.

Communications Director, Minnesota-Wisconsin Southern Baptist Fellowship, 1970-71.
(Founding Editor of 2-state Baptist newspaper) News Editor, Fort Worth Tribune, 1966-68. (One of eight newspapers of All-Church Press with total circulation of more than 500,000)

INTERNATIONAL EXPERIENCE

January 1998:

Assessment Team, United States Information Agency, American University in Kyrgyzstan, Assessment for USIA of the university with development of a strategic plan.

January 1988:

Small Group Coordinator, Forum on Irrigated Agriculture in Africa, Nairobi, Kenya. (worked with African group leaders at international conference to coordinate discussion sessions; also videotaped conference and prepared tape on African irrigation). \$14,700 project.

August 1986:

Team Leader, Videotape of Irrigation Project site in Nepal scheduled for rehabilitation in next five years. Tape provided a benchmark for a rehabilitation project and was presented as a simulated case study at an international conference on rehabilitation of irrigation projects sponsored by USAID in Washington, D.C., Oct.27-31, 1986. (\$120,000 project)

January 1986:

Consultation and supervision of irrigation work by Water Management Synthesis Project by long term personnel in Sri Lanka and Thailand. Also, prepared videotape in Sri Lanka and Thailand.

September-October 1985:

Director, Irrigation Tours. Developed tours of U.S. irrigated agriculture for Pakistani officials.)

June-August 1984:

Director of India Diagnostic Analysis Workshop. The workshop was held in Fort Collins, Colorado for 19 Indian professionals. (\$70,000)

June-July 1983:

Team Leader for videotaping of irrigation organizational activities in Sri Lanka. Five videotapes were prepared from work there. Also served as economist on diagnostic analysis workshop.

June-July 1982:

Communication specialist/economist in Diagnostic Analysis Workshop for System H in Sri Lanka.

January 1980:

Communication specialist for Egypt Water Use and Management Project.

ADMINISTRATIVE EXPERIENCE

Dean, University College, 2002-present. Responsible for the academic programs, budgets and personnel for University College, the University of Memphis' interdisciplinary college with 1400 undergraduates and 150 masters students.

Vice Provost, Extended Programs, 1998-2014. Responsible for Continuing Education, Small Business Research Project, Keep Tennessee Beautiful, 12 Off Campus sites, Four Centers, TV Courses, Online Courses, and Compressed Video classrooms. Budget of \$6 million. Supervised staff of 75 people.

Dean, UM, Lambuth Campus, 2011-2014. In charge of former Lambuth University campus that was acquired by the University of Memphis in 2011. Acted as the CEO for the campus including all staff, faculty and students.

Associate Dean, College of Communication & Fine Arts, University of Memphis. Responsible for graduate programs, budgets and other duties as acting dean when dean was away. Jan. 1998-99.

Chair, Department of Journalism, University of Memphis, 1987-99. Responsible for total operation of department including staffing, budgeting, representing the department internally and externally, fundraising, grant writing, and curriculum.

Supervised 12 faculty, two professional staff and three clerical employees. Responsible for the daily newspaper with staff of 45-50. Planned and implemented budget process including annual, two-year and five-year plans.

Worked with university advancement to raise money for the department.. Wrote proposals and have received funding for a Chair of Excellence in Business and Managerial Journalism (\$1 million on top of new \$45,000 faculty line), Linder Center for Urban Journalism (Approximately \$500,000 for several endowed scholarships, a professional development endowment, and an endowed journalism discretionary fund. Coordinated annual scholarship, gift fund, and alumni fund drives.

Associate Director, Water Management Synthesis Project, 1983-87. Supervised staff of 20 faculty from various disciplines and 15 staff. This was the Colorado State University's part of the three-university project. Wrote proposals for individual projects to be funded by USAID. Negotiated yearly contracts with USAID. Supervised hiring, budgeting and implementation of all project personnel and programs. Traveled internationally to manage long-term personnel assigned to specific countries and to work with short-term teams on assignment. Coordinated efforts with Cornell and Utah State universities. Served as acting director for the project.

WORKSHOPS

Director, Southern Newspaper Publishers Workshop on Religion Reporting, 1999.

Director, Center for Urban Journalism Workshops---Computer Assisted Reporting, Photoshop, Religious Communication, Summer 1995.

Director, Journalism Camp & Publication Advisers Workshop, MSU, 1988-90.

Director, Desktop Publishing Workshop, 1986-90(eight workshops).

Director, Pakistan Senior Officials Tour, 1985 (\$40,000 CID-funded project)

Director, Diagnostic Analysis of Irrigated Agricultural Systems, 5-week workshop for 19 professors from India, 1984. (\$70,000 CID-funded project)

Director, Public Relations Educators' Workshop (1984, 1985, and 1986)

Director, Journalism Camp, 1976-92. (250 high school students and 75 advisers from 5-6 states attended the one-week workshop annually) Colorado State University

PROFESSIONAL MEMBERSHIPS

Public Relations Society of America (PRSA), Accredited
Society of Professional Journalists
Association for Education in Journalism and Mass Communications (AEJMC)
Delta Sigma Pi (national business fraternity)
Omicron Delta Epsilon (economics honorary)
American Advertising Federation
Southern States Communication Association

PROFESSIONAL OFFICES

Vice President, Accrediting Council for Education in Journalism & Mass Communication, 1995-2001; Member of Council 1994-2005, representing PRSA as an educator.

President, Memphis Chapter of Public Relations Society of America, 1993; Assembly Delegate, Memphis, 2003-2009; 1999-2001; 1991-1992, and Colorado Chapters of PRSA, 1986-87

Chair, Educators Academy, PRSA, 1996. Chair, Education Affairs Committee, PRSA, 1996; 1999-2002

Member, Board of Directors, Baptist News Global, 1996-present. Chair, 2007-12

Member, National Commission on Undergraduate Education in Public Relations, 1984-86; Commission on Public Relations Education, 1998-2008.

Member, APLU Commission on Distance Education, 2012-13.

Colorado High School Press Association, 1972-1986 Executive Board

National Council of College Publication Advisers, Executive Board, 1974-76

COMMITTEES (2000-2016)

Chair, Curriculum Committee, Regents Online Degree Programs, 2000-2012. Worked with faculty and administrators throughout the Tennessee Board of Regents system to develop online degree programs for Fall 2001. Programs have grown to serve more than 18,000 students today.

Chair, Course Management Software Conversion Team, 2007-09. Leading campus effort, along with the Tennessee Board of Regents schools, to convert to Desire 2 Learn.

Chair, TBR Distance Education Committee, 2001

Chair, Space Policy Council, University of Memphis, 2000-2011

Chair, Distance Education Policy Sub-Committee, Association for Education in Journalism and Mass Communication, 2000-2001

Chair, Distance Education Standards, Accrediting Council for Journalism and Mass Communication, 1999-2001

HONORS

UM Journalism Alumni Outstanding Career Achievement Award, 2013
Collierville Parks Board Inaugural Hall of Fame
Tennessee Board of Regents, Legacy Award, 2011
Regents Award, RODP Program, 2002
Professional of the Year, Memphis Chapter of PRSA, 1990
Southwest District Educator of the Year, PRSA, 1983
Outstanding Journalism Faculty (Student Award), 1982
Outstanding Young Man of America, 1980
Presidential Citation for Outstanding Service, College Media Advisers, 1976-77

CREATIVE ACTIVITY

Dan Lattimore, DVD for Instructors to accompany *Public Relations: The Profession and the Practice, Second Edition*, McGraw-Hill, 2007. (CD for first edition 2004)

Dan Lattimore, DVD for Students to accompany *Public Relations: The Profession and the Practice, Second Edition*. McGraw-Hill, 2007. (CD for first edition 2004)

Dan Lattimore, "Public Relations Management," Online Course 2007 designed for master of professional studies program for RODP.

Dan Lattimore, "Introduction to Public Relations," Online Course, 2000. Used by the Regents Online Degree Programs. Revised 2007.

Dan Lattimore and Greeley Kyle, "MSU Journalism Department," 8-minute video, 1993

Dan Lattimore, Ann Suttle & Joyce Morrison, "The Journalistic Interview," 30-minute videotape funded through a grant from the Tennessee Press Association Foundation, 1992.

Dan Lattimore, "African Irrigation: Opportunities & Constraints." 15-minute video prepared for USAID through contract with the Consortium for International Development, 1988.

Dan Lattimore and Robby Laitos, "Nepal: Sirsia Irrigation System," 30-minute videotape prepared for USAID/Nepal, 1986.

Dan Lattimore, Fred Shook, and John Webb, "Interdisciplinary Videotapes for Improving Irrigated Agriculture." Series of 20-25 videotapes produced from 1982-84 for Water Management Synthesis Project for use in training program worldwide.

Dan Lattimore and Bruce Watterson, "Yearbook Production." Three-part videotape series prepared for college and high school yearbook advisers. Produced by Dan Lattimore, 1983.

Dan Lattimore and Fred Shook, "Newspaper Production Process." 13-minute color, 16mm film, produced by Educational Media, 1979. Won Golden Eagle Award at International Film Festival, 1980.

Fred Shook and Dan Lattimore, "The Process of Television News," 15-minute, color, 16mm film, produced by CSU Educational Media, 1976. International Communications Agency has translated into 5 languages for worldwide distribution.

BOOKS

Dan Lattimore, Otis Baskin, Suzette Heiman and Elizabeth Toth, **Public Relations: The Profession and Practice, Fourth Edition**, (New York: McGraw-Hill, 2012).

Dan Lattimore, Otis Baskin, Suzette Heiman and Elizabeth Toth, **Public Relations: The Profession and Practice, Portuguese Edition**, 2012.

Dan Lattimore, Otis Baskin, Suzette Heiman and Elizabeth Toth, **Public Relations: The Profession and Practice, Third Edition**. (New York: McGraw-Hill, 2009).

Dan Lattimore, Otis Baskin, Suzette Heiman and Elizabeth Toth, **Public Relations: The Profession and Practice, Chinese 2nd Edition**. (New York: McGraw-Hill, 2009).

Dan Lattimore, Otis Baskin, Suzette Heiman and Elizabeth Toth, **Public Relations: The Profession and Practice, Spanish Edition**. (New York: McGraw-Hill, 2008).

Dan Lattimore, Otis Baskin, Suzette Heiman and Elizabeth Toth, **Public Relations: The Profession and Practice, Second Edition**. (New York: McGraw-Hill, 2007).

Dan Lattimore, Otis Baskin, Suzette Heiman, Elizabeth Toth, and James Van Leuven, **Public Relations: The Profession and the Practice. First Edition**. (New York: McGraw Hill, 2004); Greek 4th edition, 2003; **Chinese edition, 2006**.

Otis Baskin, Craig Aronoff, and Dan Lattimore, **Public Relations: The Profession and Practice, Fourth Edition**. (Madison, WI: Brown & Benchmark, 1997).

Jim Redmond, Fred Shook, Dan Lattimore, and Laurie Lattimore-Volkmann, **The Broadcast News Process. Seventh Edition**, (Denver: Morton Publishing CO., 2005.) Six other editions published since 1978.

Bill Brody and Dan Lattimore, **Public Relations Writing**. (New York: Praeger Publishing Co. April, 1990.)

Dan Lattimore and Art Terry, **Computer Publishing Techniques**. (Denver: Morton Publishing Company, April 1990.)

Dan Lattimore and John Windhauser, **The Editorial Process. Second Edition**. (Denver: Morton Publishing Co., 1984). **First edition** published 1978.

PEER-REVIEWED ARTICLES & CHAPTERS

Laurie Wilson and Dan Lattimore, Accreditation and Certification of Public Relations Programs, Chapter 9 in **Learning to Teach, 3rd Edition**, Lynne A. Sallot and Barbara DeSanto, editors, New York: PRSA, 2003.

Don Rybacki and Dan Lattimore, "Assessment of Public Relations Programs," Public Relations Review, Vol.25, No. 1 (Fall 1999).

Dan Lattimore and Art Terry, "Electronic Publishing," in **Public Relations Teaching**, edited by Lynne Sallot, Public Relations Division of AEJMC Publisher, 2nd Edition, 1997.

Dan Lattimore and Robert Bishop, "Public Relations Writing," in Earl Hutchison, ed., **Mass Communication**. New York: Longman, January 1996.

Dan Lattimore and Art Terry, "Desktop Publishing," in **Public Relations Teaching**, edited by Judy Turk, Public Relations Division of AEJMC Publisher, 1991.

Dan Lattimore, "Water Management: Problems and Potential for Technology Transfer," Chapter 17 in **Irrigation Management in Developing Countries: Current Issues and Approaches**, edited by Nobe and Sampath, Boulder, Co: Westview Press, 1986., pp.509-534.

Wayne Clyma and Dan Lattimore, "Irrigation System Rehabilitation: Need for Pre-Rehabilitation Studies," Proceedings: International Conference on Rehabilitation and Betterment, WMS II Project, 1986.

Dan Lattimore, "Education for Public Relations," Advertising and Marketing Review, December 1986, pp. 14.

Wayne Clyma, Max Lowdermilk, & Dan Lattimore, "On-Farm Water Management for Rural Development," Agricultural Engineering, 62(2):14-15 (Feb.1981)

Dan Lattimore "Selecting Page Designs," College Press Review, 19(1):16-17 (Spring 1980)

Dan Lattimore and John Windhauser, "How Accurate Is Your Campus Paper," College Press Review, 18(2):50-51 (Winter 1979)

Oguz B. Nayman, Blaine McKee, and Dan Lattimore "PR Personnel and Print Journalists: A Comparison of Professionalism," Journalism Quarterly, 54(3):492-497 (Autumn 1977)

Dan Lattimore and Blaine McKee, "Who Belongs to NCCPA," College Press Review, 16(2):16-17 (Winter 1977)

Blaine McKee, Oguz Nayman and Dan Lattimore, "How PR People See Themselves," Public Relations Journal, 31(11):47-52 (November 1975)

Oguz Nayman, Ken Berry and Dan Lattimore, "Televised Political Advertising and the Voter: Survey of Voter Attitudes in the 1972 Presidential Election," International Journal for Mass Communications (Fall 1975)

Oguz Nayman, Dan Lattimore and Manual Alers-Montalvo, "Professional Orientation of Spanish Journalists," Gazette: International Journal for Mass Communication Research, 20 (1):224-232 (Spring 1974)

Dan Lattimore and Oguz B. Nayman, "Professional Orientation of Colorado Daily Newsmen," Gazette, 20(1):1-10 (Spring 1974)

Dan Lattimore, Oguz Nayman and Blaine McKee, "Public Relations Professionalism," College Press Review, (Fall 1974).

Dan Lattimore and John Windhauser, "News Interest and Satisfaction Differences Between Readers and Editors," College Press Review, (Spring 1973, pp.31-32; 47.

Dan Lattimore and John Windhauser, "Use of the Mass Media on a College Campus," College Press Review. (Winter 1973) pp. 22-23.

OTHER PUBLICATIONS (Selected)

Editor, **Developing Irrigated Agriculture: A Socio-technical Approach**. Water Management Synthesis II Project Report, 1988.

Editor, **Summary: Forum on the Performance of Irrigated Agriculture in Africa**, Water Management Synthesis II Project, 1988.

Editor, **Water Management Review**, 1985-86. Journal of the Water Management Synthesis Project, published three times per year, 1985-86.

Editor, **Water Management News**, newsletter of Water Management Synthesis 1980-82.

Dan Lattimore and Robby Laitos, **Instructor's Guide, Diagnostic Analysis Workshop**, Water Management Synthesis Project, 1988.

Dan Lattimore and Larry Nelson, **Diagnostic Analysis Workshop**, Water Management Synthesis II, January 1983.

Wayne Clyma, Dan Lattimore, and Mohan Reddy, "Irrigation Water Management Problems Around the World," Ninth Technical Conference on Irrigation and Drainage, October 1982.

Dan Lattimore, **Land Leveling Planning Guide No 1**, Water Management Synthesis, 1981.

M.K. Lowdermilk and Dan Lattimore, **Farmer Involvement, Planning Guide No.2**, Water Management Synthesis Project I, December 1981.

Dan Lattimore, editor, **Irrigation Pumping, Planning Guide No. 3**, Water Management Synthesis Project I, June 1982.

Dan Lattimore, editor, **Farm Irrigation Structures, Planning Guide No. 4**, Water Management Synthesis Project, September 1982.

Dan Lattimore, editor, **The Irrigation Association, and Egypt Water Use and Management Project**, 1981.

PRESENTATIONS (1998-2015)

Dan Lattimore, "Recruitment and Retention for the Non-Traditional Student," University of Memphis Administrative Retreat, September 2007.

Dan Lattimore, "Higher Education and the Working Adult," keynote speaker for the Pinnacle Society honors program, April 2007.

Dan Lattimore, "Higher Education: Why Collierville?" Presentation for the Collierville Chamber of Commerce, Oct. 11, 2006.

Dan Lattimore, Charles Lea, and Donna Ashford, "Quality in RODP," TBR Leadership Academy, Dickson, TN., Sept. 21, 2005.

Dan Lattimore, "Turning the Tide: PR for Higher Education," Tennessee Alliance for Continuing Higher Education. Nashville, Nov. 13, 2003.

Dan Lattimore, "Climbing Aboard the Internet: Web-based Instruction," presentation for the PRSA Educators' Academy at the Public Relations Society of America convention, San Francisco, CA., Nov. 17, 2002.

Dan Lattimore, Meg Moritz, and Jay Friedlander, "Post Tenure Review," panel for AEJMC, Miami Beach, FL., August. 2002.

Sidney McPhee, Dan Lattimore, and Bill Graves, "Using Technology to Enhance College Success: A System-wide Approach," 2001 Southern Association of Colleges and Schools annual meeting, New Orleans, Dec. 10, 2001.

Dan Lattimore, "Nashville: We have Liftoff—RODP Update," Tennessee Alliance for Continuing Higher Education, Annual Meeting, Nashville, TN., Nov. 15, 2001

Dan Lattimore, Panelist, Online Journalism Education, AEJMC Annual Convention, Phoenix, August 2000.

Dan Lattimore, "Assessing Distance Education," Tennessee Graduate School Deans, Johnson City, TN., April 2000.

Dan Lattimore, "Distance Education," 30th Annual Student Audiology Conference, Memphis, TN., March 2000.

Dan Lattimore, "Online Education," TBR Distance Learning Conference 2000, Feb. 2000.

Dan Lattimore, "Distance Education Roundtable," Conference for Southern Graduate Schools, Nashville, TN., February 2000.

Dan Lattimore, Panelist, Distance Education in Journalism, ASJMC Winter Meeting, Memphis, TN, December 1999.

Dan Lattimore, "Accreditation Issues: Outcomes & Assessment," ASJMC Winter Meeting, Memphis, TN, December 1999.

Dan Lattimore, Panelist, "Public Relations Commission Report," Association for Education in Journalism and Mass Communication Annual Convention, New Orleans, August 1999.

Dan Lattimore, "Accreditation Issues and Concerns," Administrators of Schools of Journalism and Mass Communication Annual Meeting, New Orleans, August 1999.

Joann Keyton, Walter Kirkpatrick, and Dan Lattimore, "Public Relations Lessons from University Internal Communication Survey," paper for the Southern States Communication Association, St. Louis, April 1999.

Don Rybacki and Dan Lattimore, "Report on Public Relations Assessment," National Communication Association, New York, November 1998.

Don Rybacki and Dan Lattimore, "Public Relations Assessment Team Report," NCA Public Relations Conference, Washington, DC, July 1998.

REFERENCES

Dr. Richard Irwin, Vice Provost
Center for Innovative Teaching and Learning
Academic Affairs, University of Memphis
Memphis, TN 38152
901-678-2716
Email: rirwin@memphis.edu

Dr. David Arant, Chair
Journalism Department
University of Memphis
Memphis, TN 38152
901-678-2402
Email: darant@memphis.edu

Dr. Karen Weddle-West
Provost
University of Memphis
Memphis, TN 38152
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WILLIAM L. AKEY, Ed.D.

1697 Halleford Circle
Germantown, TN 38139
wakey@memphis.edu

901-756-5550 (home)
901-830-7469 (cell)
901-678-3993 (work)

EDUCATION

<u>Degree</u>	<u>Major/Concentration</u>
Doctor of Education	Leadership/Higher Education The University of Memphis, December 2006
Education Specialist	Counseling/Student Personnel Services Memphis State University, August 1987
Master of Science	Counseling Memphis State University, August 1982
Bachelor of Arts	Psychology Memphis State University, May 1981

EMPLOYMENT HISTORY

The University of Memphis April 25, 1985 to Present. Positions held at the U of M described below:

Interim Vice Provost of Enrollment Services

The University of Memphis - January 1, 2017 to Present.

- Management of the Enrollment Services Division (Undergraduate Admissions, Recruitment, Orientation Services, Financial Aid, Scholarships, Registrar, Enrollment Services Student Service Center, and Dual Enrollment Programs).
- Co-chair of the Strategic Enrollment and Retention Council.
- Oversight of the collaborative with third-party consultants for enrollment planning.

Special Assistant to the Provost July 1, 2016 to December 31, 2016

- Interim position to oversee the day-to-day operations of the Enrollment Services Division.

Associate Dean and Assistant Professor University College Director of Dual Enrollment Programs

The University of Memphis – October 1, 2014 to present.

University College

- Oversee the University College graduate programs.

- Develop recruitment initiatives for the University College targeting graduate programs.
- Represent the Dean as assigned.
- Represent the University College on the Graduates Directors Council.
- Represent the University College on the University Council.
- Teach courses as assigned.

Dual Enrollment Program

- Direct the high school based dual enrollment program for the University.
- Coordinate activities campus-wide, develop new participant schools, and act as the liaison with the participating schools and their governing offices.
- Manage the Dual Enrollment budget.
- Develop short-term and long-term strategic plans for the dual enrollment program.

Interim Associate Dean University College

Director of Dual Enrollment Programs

The University of Memphis – July 1, 2014 to September 30, 2014.

Assistant Professor, Department of Leadership, Higher & Adult Education and Director of Dual Enrollment Programs

The University of Memphis – October 1, 2009 to June 30, 2014.

Department of Leadership

- Teach graduate students in the Department of Leadership, Higher & Adult Education program.
- Coordinate the Internship program for Higher & Adult Education Students.
- Coordinate the Community College Certificate Program.
- Chair & Membership on master's degree student portfolio committees.
- Membership on doctoral student dissertation committees.
- Advise master's degree and certificate students.

Dual Enrollment Program

- Direct the high school based dual enrollment program for the U of M.
- Coordinate activities campus-wide, develop new participant schools, and act as the liaison with the participating schools and their governing offices.

Interim Director, Center for the Study of Higher Education (CSHE) – November 2011 to June 30, 2014.

- Coordinate activities for the Community College Student Experiences Questionnaire (CCSEQ).
- Moved the CCSEQ from a paper based survey to an online format.
- Coordinated the online administration of the CCSEQ with the Center for Research in Educational Policy (CREP).
- Oversight of CSHE activities.

Assistant Vice Provost for Enrollment Services

The University of Memphis – January 8, 2001 to September 30, 2009.

- Oversight of the Enrollment Services Division - Admissions, Recruitment, New Student Orientation, Student Financial Aid, Undergraduate Scholarships, Records, and Registration (over 100 full-time employees).
- Chair, Enrollment Services Management Team.
- Chair, Enrollment Management Council.
- Oversight of budget planning for the division's multimillion dollar budget.
- Direct report to the Provost.

Director, Student Relations and Orientation Services

The University of Memphis – January 1, 1996 to January 7, 2001.

- Direction of recruiting and orientation staff, New Student Orientation programming, and special event planning for recruitment.
- Budget management and planning for recruiting, orientation, and publications.
- Campus-wide coordination with departments and administration for undergraduate recruitment.
- Coordination with Marketing Department and the advertising agency for publication development.
- Coordination with national consultant group for recruitment planning.

Associate Director of Admissions (Student Relations)

The University of Memphis – December 1, 1993 to December 31, 1995.

- Management of undergraduate recruiting and orientation programs.
- Oversight of recruiting publications, coordination with Media Relations Department.
- Management of related budgets.

Academic Counselor

The University of Memphis – April 25, 1985 to November 30, 1993.

- Academic Advisor for several hundred undergraduate students.
- Academic advising liaison with the Developmental Studies program.
- Membership on the College of Education undergraduate curriculum committee (non-voting).

Job history prior to April 1985. Brief overview.

Program Coordinator / Counselor

Methodist Outreach, Inc. – Memphis, TN – March 1984 to April 1985.

Marketing Manager

Craftsman Supply Company – Memphis, TN – February 1983 to March 1984.

Marketing Representative / Counselor

Lakeside Hospital – Memphis, TN – January 1980 to February 1983.

Case Worker

Northeast Community Mental Health Center – Memphis, TN – November 1975 to January 1980.

Air Traffic Controller

United States Navy – Active Duty - October 1971 to August 1975.

TEACHING**Associate Graduate Faculty Status**

The University of Memphis – University College (approved through 2020).

Affiliate Graduate Faculty

The University of Memphis – Department of Leadership (2010 through 2015).

Adjunct Teaching Faculty

The University of Memphis – Department of Leadership (approved 2007 – 2010).

Course Taught in the University College

- Foundations of Leadership – PRST 7500 (taught in a hybrid format).

Courses Taught in the Department of Leadership

- **Introduction to Leadership** - LEAD 7000 (taught in traditional format and online). Developed this course to be offered online as part of the online master's program.
- **IT Trends & Issues** – HIAD 7815/8415 (taught online).
- **Developmental Education** – HIAD 7452/8452 (taught as a hybrid).
- **Student Personnel Services in Higher Education** – HIAD 7440/8440 (taught face-to-face).
- **College Environments** – HIAD 7443/8443 (taught face-to-face).
- **Internship** – HIAD 7060/8060 (taught each semester, coordinate with sponsor institutions and site supervisors).
- **Adult Learning & Leadership** – LEAD 7500/8500 (taught online & face-to-face).
- **Community Colleges** – HIAD 7411/8411 (taught online).

GRANT ACTIVITY

- 2003 Tennessee Board of Regents Geier Grant for summer pre-enrollment program focusing on Engineering (Co-P.I.). \$100,000.
- 2004 Tennessee Board of Regents Geier Grant for summer pre-enrollment program focusing on Performing Arts. \$100,000.
- 2005 Tennessee Board of Regents Geier Grant for summer pre-enrollment program focusing on Natural Sciences. \$100,000.
- 2006 Tennessee Board of Regents Geier Grant for summer pre-enrollment program focusing on Education. \$100,000.

- 2007 Tennessee Board of Regents Access & Diversity Grant for summer pre-enrollment program for a Math Academy (Co-P.I.). \$100,000.
- 2008 Tennessee Board of Regents Access & Diversity Grant for summer pre-enrollment program for a Math Academy. \$100,000.
- 2009 Tennessee Board of Regents Access & Diversity Grant for summer pre-enrollment program for a Math Academy. \$90,000.

Presentations

- College Student Financial Literacy. Presented at the May Student Affairs Conference at the University of Memphis, May 2006.
- The Math Academy: A Successful Pre-Enrollment Summer Program Focused on Algebra Instruction and College Life (Akey, Anderson, & Boyd). Presented at the 2011 Tennessee College Access and Success Conference held at Vanderbilt University, November 1, 2011
- The Math Academy: A Successful Pre-Enrollment Summer Program Focused on Algebra Instruction and College Life (Akey, Anderson, & Boyd). Presented at the 2012 Tennessee Board of Regents Diversity Conference, March 2012.

AWARDS

- Kappa Delta Pi – International Honor Society in Education (initiated 2006).
- Distinguished Administrator of the Year – 1998 (University-wide Award).
- Pyramid Award – June 1997 (Student Affairs/Enrollment Services Division Outstanding Service Award).
- Omicron Delta Kappa – December 1993 (staff honorary initiate). Served as secretary/treasurer. Currently serve as faculty advisor.

CURRENT COMMITTEE ASSIGNMENTS:

- Vice Provost Council.
- Strategic Enrollment and Retention Council.
- Enrollment Services Management Team (Chair).
- University College Self-Study (2015-2016).
- Tennessee Board of Regents (TBR) Ad-Hoc Committee on Dual Enrollment.
- TBR Sub-Committee on Early College Credit for the Tennessee Department of Education (Sub-Committee of the Ad-Hoc Committee).
- Dissertation committee membership (continue to serve on dissertation committees in the Department of Leadership and one in the Department of Communications).

ORGANIZATIONS

- American Association of Collegiate Registrars and Admissions Officers.
- Southern Association of Collegiate Registrars and Admissions Officers.
- Association for Graduate Liberal Studies (AGLSP)
 - Served on the Annual Faculty Award selection committee 2016.

REFERENCES

- Dr. Brian Meredith, Associate Vice President for Enrollment Services - Western Kentucky University – 270-745-6169.
- Dr. Karen Weddle-West, Provost – The University of Memphis – 901-678-2119.
- Dr. Dan Lattimore, Dean, University College – The University of Memphis – 901-678-3806.

EDUCATION

Ed.D. Instruction & Curriculum Leadership, emphasis in Instructional Design & Technology

University of Memphis, August 2011

Understanding Change: Implementing Mobile Computing Devices in Higher Education

Dr. Michael M. Grant, Dissertation Committee Chair

MS Instruction & Curriculum Leadership, emphasis in Instructional Design and Technology

University of Memphis, May 2001

BS Education, emphasis in Human Learning & Licensure, K-8, Magna Cum Laude

University of Memphis, December 1995; State of Tennessee Professional Teaching License

**PROFESSIONAL
ACTIVITIES**

Assistant Dean, Undergraduate Programs

2013 – present

University College

University of Memphis, Memphis, TN

Duties include:

- Managed all undergraduate programs administrative staff including interns, graduate assistants and undergraduate faculty and instructors
- Facilitated the undergraduate processes for the College including advising, graduation processes, late/retroactive withdrawals for students
- Facilitated curriculum changes by working with appropriate faculty/committees to ensure relevant curriculum offerings for College
- Represented the College at the University Undergraduate Curriculum Council (UUC); engaged in discussion about undergraduate curriculum for the university; represented the College at UUC Sub Committee meetings as well as the Teaching and Learning Advisory Committee (TLAC)
- Coordinated semester course schedules, which included hiring and contracting appropriate instructors as well as assigning full time College instructors to courses
- Managed the Baccalaureate Contract process for all students designing their own degree; reviewed, evaluated and approved all student contracts

Interim Dean, University College

September 2015 – January 2016

University of Memphis, Memphis, TN

Duties include:

- Managed all University College administrative staff, faculty and instructors
- Represented the College at the University Undergraduate Curriculum Council (UUC); engaged in discussion about undergraduate curriculum for the university; represented the College at UUC Sub Committee meetings, represented the College at the Deans/Director's Meetings and the Administrative Support Unit Allocations Committee as part of the SRI Governance Team
- Coordinated semester course schedules, which included hiring and contracting appropriate instructors as well as assigning full time College instructors to courses
- Coordinated the College's self-study and peer review as required by the Tennessee Higher Education Commission (THEC)

Graduate and Undergraduate Teaching Experience**2002 – present**

University College (Regents Online Campus Collaborative) and College of Education

University of Memphis, Memphis, TN

Duties include:

- Facilitated the implementation of action research for classroom teachers in online graduate courses
- Coordinated Oral Exams for Action Research course
- Facilitated the instructional design process for graduate and undergraduate courses in online and face to face formats

Director of Undergraduate Studies**2012 – 2013**

Regents Online Campus Collaborative (ROCC)

Tennessee Board of Regents, Nashville, TN

Duties include:

- Facilitated the implementation and development of new undergraduate programs for ROCC
- Coordinated Letter of Intent documentation for new undergraduate programs to be reviewed by the Board of Regents
- Engaged in ROCC curriculum committee, undergraduate curriculum sub committees and subcommittee investigating transformative strategies for higher education
- Organized ROCC course development and redevelopment based on program audit
- Worked with campus Distance Education Directors and Deans regarding undergraduate course concerns
- Verified undergraduate program information and assisted in maintaining course syllabus and pre- and co-requisites
- Structured the ROCC course design standards and collaborated on professional development activities for course developers with the Director of Instructional Design
- Organized and prepared database of resources for systems community colleges and universities for SACS accreditation purposes

Director, Online Education**2010 – 2012**

eCampus, Distance Education/Extended Programs

University of Memphis, Memphis, TN

Duties include:

- Assisted with defining and implementing UofM strategic plan for UM online programs, including faculty development opportunities, communication strategies, and online course review procedures
- Designed course review procedures for all online courses for the UM online program; reviewed all online courses prior to course launch, resulting in a 25% increase in student success rates
- Consulted with faculty in the development and design of more than 100 online courses for UM online programs
- Researched and evaluated effectiveness of planned intervention strategies for online courses in terms of student success
- Researched new instructional technologies to improve teaching and learning in online education

- Planned and implemented regularly scheduled faculty development workshops for online teaching and learning
- Assisted with the design and implementation of the eCampus departmental website redesign

Academic Technology Consultant III

2002 – 2009

Advanced Learning Center, FedEx Institute of Technology

University of Memphis, Memphis, TN

Duties include:

- Researched and evaluated the value of new instructional technologies and strategies for teaching and learning and assisted in publishing and presenting this information at local, regional and national events
- Designed and facilitated faculty seminars that promote innovation in student learning by incorporating technologies such as mobile technologies (iTouch/iPhone, etc.), Web 2.0 tools, multimedia, video games/simulations, video collaborations, course management systems, social networking tools, web design, university supported resources and Microsoft Office applications
- Designed and implemented a Fellowship Program for faculty from various academic colleges to aid in the effective design or redesign of their courses
- Assisted faculty in the instructional design of online (Regents Online Degree Program & UofM), face-to-face and hybrid courses
- Assisted Center Director in campus leadership activities; interacted and represented the Advanced Learning Center to Academic Affairs and the Information Technology Division in order to promote faculty development programs and their effectiveness
- Coordinated and organized faculty grant programs that promoted effective instructional technologies for the university; researched external grant opportunities for faculty and for ALC based research opportunities
- Assisted with the design and implementation of the Advanced Learning Center's departmental website

Interim Manager, Training Services

January 2002 – May 2002

Professional Development & Training Services

University of Memphis, Memphis, TN

Duties include:

- Managed staff and assigned duties as they related to the design and implementation of training programs
- Assisted departments in providing employee training based on professional development needs
- Managed department budgetary needs
- Interviewed/hired support staff for department

Instructional Designer/Trainer

2000 – 2002

Professional Development & Training Services

University of Memphis, Memphis, TN

Duties include:

- Designed, developed, and facilitated soft skill instructional materials according to departmental needs analysis

- Designed web-based training modules for the university Intranet and aided in the creation, design, and implementation of the university Intranet
- Managed projects in the training department

4th/5th classroom teacher, 21st century classroom

1996 – 2000

Memphis City Schools, Memphis, TN

Duties included:

- Utilized a variety of techniques and strategies to enhance learning and participation: 21st century computer technology, Activities Integrating Math and Science (AIMS), Newspaper in Education, Integrated Thematic Units, Writing Portfolios
- Developed instructional plans using 21st century computer technology
- Developed instructional plans to accommodate learner differences

**PROFESSIONAL
DEVELOPMENT/
SERVICE
ACTIVITIES**

- Member of the TN Reconnect Grant Committee focusing on adult student retention
- Peer Reviewer, Arkansas Technical University College Program Review for Bachelor of Professional Studies, February 2016
- UofM representative for the TBR Community, Belonging, and Inclusion (CBI) Priority Strategy Work Group – Badging and Certification
- Manuscript Reviewer for Tech Trends – a peer reviewed journal for professionals in the educational communication and technology field
- Peer Reviewer, Arkansas State University College Program Review for Bachelor of General Studies, May 2015
- Managed social media presence for University College, University of Memphis
- Content Architect, Educause conference, Baltimore, Maryland, 2014
- Managed social media presence for Annunciation Greek Orthodox Church, Memphis, TN, 2013-2015
- Committee member, Southeast Regional Educause Conference 2012-2013
- Reviewed Educause Learning Initiative (ELI) conference proposals, 2012
- Reviewed American Education Research Association (AERA) proposals, 2012
- Sloan Consortium/Penn State 2011 Institute for Emerging Leadership in Online Learning
- Consulted with Arkansas Technical University on the implementation of online programs
- Consulted with University of Tennessee Health Sciences, Memphis on the development and implementation of online courses
- Consulted with Armstrong Relocation Company on the effective design and development of their internal training documentation
- Co-taught Instructional Design & Technology course, IDT 7060/8060, Technology Tools for Learning with Dr. Clif Mims
- Co-taught Instructional Design & Technology course, IDT 7074/8074, Theories and Models of Instructional Design with Dr. Michael Grant
- Designed and developed web based instruction for the Math Emporium Lab, Virginia Tech as a part of Instructional Design & Technology capstone project requirement
- Mentored pre-service teachers as a part of the Teachers Learning in Networked Communities (TLINC) project through the University of Memphis, College of Education
- Produced Video Project for Manas, LLC, including video/audio editing, adding voice over and creating DVD for dissemination

PUBLICATIONS

Gikas, J. & Grant, M.M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18-26.

Polly, D., Grant, M.M., & Gikas, J. (2010). Supporting technology integration in higher education: The role of professional development. In D. Surry, T. Stefurak, & R. Gray (eds.), *Technology integration in higher education: Social and organizational aspects*. Hershey, PA: IGI Global.

Gikas, J., Penrod, J., Robertson, J.S. & Schaeffer, S. (2005). Final Report: NLII community of practice project University of Memphis Technology Fellows Teaching and Learning Collaboration. Washington, D.C.

PRESENTATIONS

Christopher, A., Gikas, J. Gibson, D., Grant, M.M. & Murrell, V. (2012, October 31-November 3). *Putting learning into practice: Examining the landscape of faculty/student/client design partnerships*. Association for Educational Communications and Technology (AECT), Louisville, KY.

Gikas, J. (2011, November 8-12). *Implementing mobile devices in higher education teaching and learning*. Association for Educational Communications and Technology (AECT), Jacksonville, FL.

Gikas, J. (2011, October 18). *Mobile learning: There IS an app for that!* Mobile Technology for Teaching & Learning Conference, The University of Memphis, Memphis, TN.

Grant, M.M. & Gikas, J. (2011, September 22-23). *The promise of mobile learning in higher education: Affordances, implementations, and challenges*. Union University 5th Annual Research Forum, Jackson, TN.

Murrell, V.S. & Gikas, J. (2011, July 11-13). *Creating and maintaining quality in online programs*. Sloan Consortium 4th Annual International Symposium, San Jose, CA.

Murrell, V.S. & Gikas, J. (2010, November 11). *Emerging Technologies in a Web 2.0 World*. Tennessee Alliance for Continuing Higher Education Annual Conference, Franklin, TN.

Gikas, J. (2010, September 20-23). *Boot camps for faculty: Professional development opportunities for online faculty*. Arkansas Distance Learning Association (ARDLA) Annual Conference, Hot Springs, AR.

Gikas, J. (2010, January 19-21). *Why professors choose to use wikis, blogs, and podcasting in course design*. Educause Learning Initiative (ELI), Austin, TX.

Gikas, J. (2009, October 27-31). *Web 2.0 & engaged learning: Why faculty choose to use wikis, blogs and podcasting in teaching & learning*. Association for Educational Communications and Technology (AECT), Louisville, KY.

Terry, S., Schaeffer, S.J. & Gikas, J. (2009 October 7-9). *Motivating faculty to employ course redesign*. Society for College and University Planning, Memphis, TN

Terry, S., McMurphy, J. & Gikas, J. (2008 June 2-4). *Podcast Central: The evolution of maintaining a dynamic podcasting service*. Southeast Regional Educause Conference, Jacksonville, FL.

Gikas, J. & Schaeffer, S. (2007 July 31-August 2). *UMDrive powered by Xythos bridges us: Case studies on the use of Xythos at the UofM*. Campus Technology Conference, Washington, D.C.

Gikas, J. & Conger, K.M. (2007 April 2-3). *Moving beyond the talk: Let the games begin*. Instructional Technology Conference, Murfreesboro, TN.

Gikas, J. (2006 October 13). *How to keep the digital natives from being restless*. Women in Higher Education in Tennessee, Dickson, TN.

Gikas, J., Ray, C.C., Varghese, R. & Bowery, R. (2006 March 13-15). *Look, listen, learn: Collaboration in the 21st century*. EDUCAUSE- Midwest Regional Conference, Chicago, IL.

Gikas, J. (2005 May 5). *Gaming theory as a teaching tool*. TechX-2005 Hands On Learning & Virtual Experiences in the Classroom, University of Memphis, Memphis, TN.

Gikas, J. & Schaeffer, S.J. (2005 March 20-23). *How to create a virtual communities of practice (VCoP)* - EDUCAUSE- Midwest Regional Conference, Chicago, IL.

Gikas, J. & Ray, C.C. (2005 March 20-23). *Input...outcome: Using technology in the learning environment*. EDUCAUSE- Midwest Regional Conference, Chicago, IL.

Gikas, J. & Warne, E. (2004 April 29). *K-12 uses for Microsoft applications*. TechX 2004 – A Celebration of Learning Technologies (A Microsoft Event), University of Memphis, Memphis, TN.

Gikas, J. & Van Eck, R. (2004 March 30-31). *Gaming theory as a teaching tool at all levels*. TechsposiUM: Improving Education and Health Through Information Technology: Global and Local Strategies, An International Multidisciplinary Conference, University of Memphis, Memphis, TN.

Gikas, J. & Van Eck, R. (2004 January 25-27). *Integrating video games in the classroom: Where to begin?* NLII Annual Meeting, New Learning Ecosystems, San Diego, CA

PROFESSIONAL ASSOCIATIONS

- Association for Educational Communications and Technology (AECT) – Individual association
- American Educational Research Association (AERA) – Individual association
- EDUCAUSE – Institution association
- Online Learning Consortium (formerly Sloan Consortium) – Institution association

HONORS

- Institutional nomination to Association for Educational Communications and Technology (AECT) Intern, 2010
- Outstanding Instructional Design & Technology (IDT) Doctoral Student, 2011
- Sloan Consortium/Penn State 2011 Institute for Emerging Leadership in Online Learning

COLIN B. CHAPPELL
Curriculum vitae

University College
University of Memphis
201 Brister Hall
Memphis, TN 38152

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434.378.9142 - Cell
colin.chapell@memphis.edu

EDUCATION

- Ph.D. Department of History, University of Alabama, 2011
MPhil. Faculty of History, University of Cambridge, 2006
B.A. History Department, Covenant College, Cum Laude, 2004

PROFESSIONAL EXPERIENCE

- 2016-Current Graduate Coordinator and Instructor, University College, University of Memphis
2011-2017 Instructor, Department of History, University of Memphis

PUBLICATIONS

Peer Reviewed Book

- 2016 “*Ye That Are Men Now Serve Him: Radical Holiness Theology and Gender in the South*,” University of Alabama Press

Peer Reviewed Journal Articles

- 2013 “Sanctified Manhood: Theology and Identity in the Southern Holiness Movement,” *Journal of the Historical Society*, vol. XIII: 465-490
2010 “The Third Strand: Race, Gender, and Self-Government in the Mind of Lyman Abbott” in *Fides et Historia* 42: 27-54

Book Chapter

- 2009 ““You Might be a Redneck if...” Advertising Southern Male Deviancy, 1960-1992,” in *Black and White Masculinity in the American South, 1800-2000*, edited by Lydia Plath and Sergio Lussana. Newcastle upon Tyne, England: Cambridge Scholars Publishing

Book Reviews

- 2017 *No Depression in Heaven: The Great Depression, the New Deal, and the Transformation of Religion in the Delta*, by Alison Collis Greene in *History: Reviews of New Books* 45:3, 57-58
- 2016 *Born of Conviction: White Methodists and Mississippi's Closed Society*, by Joseph T. Reiff in *Journal of Southern Religion* 18: <http://jsreligion.org/vol18/chapell>
- 2014 *Mississippi Praying: Southern White Evangelicals and the Civil Rights Movement, 1945-1975*, by Carolyn Renée Dupont in *Marginalia: A Los Angeles Review of Books*: <http://marginalia.lareviewofbooks.org/theology-jim-crow-colin-chapell>
- 2013 *The Anointed: Evangelical Truth in a Secular Age*, by Randall J. Stephens and Karl W. Giberson, in *Fides et Historia*, vol. 45: 173-175
- 2013 *American Christianities: A History of Dominance and Diversity*, edited by Catherine A. Brekus and W. Clark Gilpin, in *Fides et Historia* vol. 45:145-146
- 2012 *Press, Platform, Pulpit*, by Teresa Zachodnik in *Journal of Southern Religion* 14: <http://jsr.fsu.edu/issues/vol14/chapell.html>
- 2011 *Southern Masculinity: Perspectives on Manhood in the South since Reconstruction*, edited by Craig Thompson Friend, in *The Southern Historian* XXXII
- 2009 *Southern Crossroads: Perspectives on Religion and Culture*, edited by Walter H. Conser, Jr. and Rodger M. Payne, in *The Southern Historian* XXX
- 2008 *Sing Them Over Again to Me: Hymns and Hymnbooks in America*, edited by Mark A. Noll and Edith L. Blumhofer, in *The Southern Historian* XXIX

SCHOLARSHIPS AND GRANTS

- 2016 History Department Travel Grant, University of Memphis
- 2015 History Department Travel Grant, University of Memphis
- 2013 History Department Travel Grant, University of Memphis
- 2012 History Department Travel Grants, University of Memphis
- 2009 Lynn E. May, Jr. Study Grant, Southern Baptist Historical Library and Archives
- 2010-2011 Graduate Council Dissertation Fellowship, University of Alabama
- 2009-2010 History Department Dissertation Fellowship, University of Alabama
- 2008, 2009 Graduate School Research and Travel Grant, University of Alabama

- 2007-2009 Graduate Teaching Assistantships, University of Alabama
- 2006-2007 Graduate Council Fellowship, University of Alabama
- 2006 Travel Grant from the Sara Norton Fund, University of Cambridge
- 2005-2006 Cambridge Overseas Trust Bursary, University of Cambridge

CONFERENCE ACTIVITY

Panel Chair/Commentator

- 2013 Graduate Association, African American History, University of Memphis, October 24-25
- 2013 Third Global Conference on Gender and Love, Oxford University, September 13-15
- 2011 Graduate Association, African American History, University of Memphis, November 9-11

Presented Work

- 2016 “The Backwards Survey: How Restructuring a Course Highlights Race and Gender,” presented at the biennial meeting of the Conference on Faith and History, October 20-22, Regent University, Virginia Beach, Virginia
- 2016 “Sanctifying Southern Space: Mapping the Southern Holiness Movement,” Strangers and Pilgrims: Displacements and Spatial Transformations of Religion in the English-Speaking World, January 28-29, Paris, France
- 2015 Panelist on Southern Culture and Popular Religion at the Porter Fortune, Jr. History Symposium on Southern Religion honoring the retirement of Charles Reagan Wilson, February 26-28, University of Mississippi
- 2013 “Defining Love: Gender and the Sacred in the American South, 1877-1915,” Third Global Conference – Gender and Love, September 13-15, Oxford University
- 2012 “‘A Most Effective Breakwater Against Sin:’ Marriage in the Southern Holiness Movement,” Southern Historical Association Meeting, November 1-4, Mobile, Alabama
- 2012 “Pure and Manly Love: Gender and Transformational Religion in the American South,” First International Krakow Study of Religions Symposium, September 12-14, Jagiellonian University, Krakow, Poland
- 2010 “Baptist Mastery: Theology and Manhood in the Deep South, 1877-1915,” Conference on Faith and History, October 13-15 at George Fox University, Newberg, Oregon
- 2008 “‘You Might be a Redneck if...’ Advertising Southern Deviancy, 1960-1990,” Alabama Association of Historians, February 9, University of Montevallo, Birmingham, Alabama

2006 “Lyman Abbott’s Conceptions of Race, 1893-1922,” Sussex University/Cambridge University American History Postgraduate Colloquium, May 16 at Sussex University, Brighton, England

TEACHING EXPERIENCE

University of Memphis

Traditional Courses (No Online Component)

U.S. to 1877 (Fall 2011, Spring/Fall 2012, Spring/Fall 2013)
U.S. since 1877 (Fall 2011, Fall 2012, Spring 2013)
The Old South (Fall 2011, Spring/Fall 2012, Fall 2013)
The New South (Spring 2012, Spring 2014)

Hybrid Courses (Partial Online Component)

U.S. to 1877 (Spring/Fall 2014, Spring/Fall 2015)
U.S. since 1877 (Spring 2014/Fall 2014, Fall 2015, Spring 2016)
Religion in American History (Spring 2013)
Introduction to Religion (Spring 2015, Spring 2016)
Modern Social Justice Movements (Fall 2016)

Online Courses

Civil War and Reconstruction (Fall 2011, Spring/Summer/Fall 2012, Spring/Summer/Fall 2013, Spring/Summer/Fall 2014, Spring/Summer/Fall 2015, Spring/Summer/Fall 2016)
U.S. since 1877 (Fall 2013, Fall 2014, Spring/Fall 2015, Spring/Fall 2016, Spring 2017)
Emergence of Modern America (Fall 2014, Spring/Fall 2015, Spring/Summer/Fall 2016)
Religion in American History (Summer 2014)
Old South (Summer 2016)
Modern Social Justice Movements (Spring 2017)

Washington University – Adjunct Instructor

Race and Gender in Modern America (Summer 2011)

University of Alabama – Adjunct Instructor

U.S. since 1877 (Summer 2010)

University of Alabama – Graduate Teaching Assistant

U.S. since 1877 (Spring/Fall 2008)
U.S. to 1877 (Spring 2009)
Western Civilization since 1648 (Fall 2007)

PROFESSIONAL SERVICE

Peer Reviewer

2016 *Virginia Magazine of History and Biography*
2015 *Journal of Southern Religion*
2010 *Race/Ethnicity*
2009-2011 *Southern Historian*
2009 *Christian Scholar's Review*

University Service

2016-2017 Member of the Graduate Awards Committee, University of Memphis
2015-Current Regents' Online Degree Program, Campus Mentor, University of Memphis
2015-2016 Graduate Historical Association Faculty Advisor, University of Memphis
2015 Master of Arts Examination Committee Member, University of Memphis
2013-2015 Member of the Graduate Awards Committee, University of Memphis
2013 Ph.D. Committee Member, University of Memphis
2012-2013 Member of the Endowment Committee, University of Memphis
2012 Member of the Online Student Orientation Faculty Focus Group, University of Memphis
2012 Paper Judge for the Graduate Association for African American History Conference, University of Memphis
2011 Paper Judge for the Graduate Association for African American History Conference, University of Memphis
2010 Co-Chair, Organizing Committee, Graduate Student Conference on Power and Struggle, University of Alabama
2009 Member, Organizing Committee, Inaugural Graduate Student Conference on Power and Struggle, University of Alabama

Other Professional Service

2016 Advanced Placement U.S. History Reader
2016 International Baccalaureate Assessor
2015 Advanced Placement U.S. History Reader
2013 Advanced Placement U.S. History Reader

REFERENCES

Dr. John Giggie
Associate Professor of History and Director of Graduate Studies
History Department
University of Alabama
Box 870212, Tuscaloosa, AL 35487-0212
jmgiggie@as.ua.edu

205.348.7100

Dr. Randall Stephens
Reader and Programme Leader in American Studies
Humanities Department
Northumbria University
Ellison Place 2, Newcastle-upon-Tyne,
NE1 8ST, United Kingdom
randall.stephens@northumbria.ac.uk
(UK) 0191 243 7848

Dr. Dan Lattimore
Dean
University College
University of Memphis
201 Brister Hall
Memphis, TN 38152
dlattimr@memphis.edu
901.678.3806

Ron M. Serino

201 Brister Hall
Memphis, TN 38152
rserino@memphis.edu
901-678-1585 (office)

EDUCATION

Doctor of Philosophy in Biblical Interpretation, December 2016
Brite Divinity School, Texas Christian University, Fort Worth, TX
Dissertation (awarded distinction): "King Solomon's Whiteness:
King James and the Scripturalization of Whiteness in Early
Modern Britain"
Dissertation Committee: Dr. Timothy Sandoval (advisor),
Dr. Claudia Camp, Dr. Vincent Wimbush
Passed Qualifying Exams with Distinction, April 2013
Minor Area: Theological Hermeneutics and Ethics
Certificate in Women and Gender Studies, Fall 2012
Certificate in Pedagogy, Spring 2015
Certificate in Teaching Fully Online, Spring 2015

Master of Divinity, May 1996
Union Theological Seminary, New York, NY
Thesis (awarded distinction): "Justice and Righteousness as One in
Deuteronomy and the Eighth-Century Prophets: A Message for
the Church Today"

Bachelor of Arts, May 1993
Emory University, Atlanta, GA
Major: Psychology

TEACHING EXPERIENCE

Instructor , University of Memphis Liberal Studies	Spring 2017-present
Adjunct Instructor , Texas Christian University Understanding Religion: Texts & Ideas—The Bible	Fall 2015
Graduate Instructor , Brite Divinity School Introduction to Biblical Hebrew I & II	2013-2014
Graduate Teaching Assistant , Brite Divinity School Exegesis in the Hebrew Bible: Psalms, Prof. Toni Craven	Spring 2012
Graduate Teaching Assistant , Brite Divinity School Interpreting the Hebrew Bible and Apocryphal/Deuterocanonical Books, Prof. Toni Craven	Fall 2011

ACADEMIC PUBLICATIONS

“A Sign in the Dark: Moses’s Cushite Wife and Boundary Setting in the Book of Numbers” *Biblical Interpretation* 24, no. 2 (2016): 153-177.

“Probing the Former Prophets with a New Online Tool for the Study of Biblical Quotations and Allusions in the Dead Sea Scrolls,” co-authored with Ariel Feldman, Faina Feldman, and Joseph McDonald, in *On Prophets, Warriors, and Kings*, ed. George J. Brooke and Ariel Feldman, 129-40. BZAW 470. Berlin: de Gruyter, 2016.

ACADEMIC CONFERENCE PRESENTATIONS

- “King James, the British Solomon: The British Empire and the Scripturalization of Whiteness,” Society of Biblical Literature (SBL) National Meeting, Bible and Cultural Studies Section, “Colonialism and the Bible,” San Antonio, TX November 2016
- “Samuel Purchas and the Scripturalization of Whiteness in Colonial Virginia” SBL National Meeting, Bible and Cultural Studies Section, Critical Race Theory, Atlanta, GA November 2015
- “The Weaponization of Whiteness, Masculinity, and Christianity in Colonial Virginia,” TCU Women and Gender Studies Graduate Symposium, “Interdisciplinary Approaches to Gender, Sexuality, and Violence,” Fort Worth, TX November 2015
- “A Sign in the Dark: Moses’s Cushite Wife and Boundary Setting in the Book of Numbers,” SBL National Meeting, Feminist Hermeneutics Section, San Diego, CA November 2014 (& SW Regional, March 2014)
- “Biblical Allusions in the Online Dead Sea Scrolls Database” Invited presentation at Brite Divinity School Jewish Studies Program Conference, “On Prophets, Warriors, and Kings: Former and Latter Prophets through Their Interpreters,” Fort Worth, TX May 2014
- “Propaganda of Resistance: An Imperial-Critical Reading of Daniel 10-12” Southwest Commission on Religious Studies, SBL Southwest Regional, Second Temple Judaism Section, Irving, TX March 2014
- “Can We Reconcile the Irreconcilable? A Deconstructivist Approach to Forgiveness in South Africa and the United States” Southwest Commission on Religious Studies, American Academy of Religion Southwest Regional, Ethics, Society, and Cultural Analysis Section, Irving, TX March 2013

ACADEMIC SERVICE

Brite Advanced Program Student Association, Moderator, 2012-2013
Vice Moderator, 2013-2014
Hebrew Bible Faculty Search Committee, Student Representative, 2013-2014
Graduate Research Assistant 2011-2014

AWARDS

- Triota, National Women's Studies Honor Society, 2016
- "Make-a-Difference Doctoral Studies" Award, National United Church of Christ (UCC), 2011-2015
- Roy Melugin "Love of Neighbor" Award, Brite Divinity School, 2015
- Brite Divinity School Fellowship, 2010-2014
- "Peacemaker Among Us" Award, Pacem In Terris, Wilmington, DE
- Hudnut Award (Union) for the best preparation for the preaching ministry
- Emory Scholar (full-tuition scholarship)

OTHER PROFESSIONAL EXPERIENCE

Associate Minister 2002-2010
First Congregational Church of St. Louis, UCC, St. Louis, MO
Administrator 1997-2002
Meeting Ground, Inc., Elkton, MD (non-profit organization for homeless)

PROFESSIONAL MEMBERSHIPS

Institute for Signifying Scriptures (since 2014)
Society of Biblical Literature (since 2010)

SERVICE TO WIDER COMMUNITY

- Address, "What to Believe? Life through Doubt,"
Brite Divinity School Chapel, March 2016
- Guest Lecture, "The Theological Importance of Critiquing Whiteness,"
Introduction to Christian Ethics, Prof. Keri Day,
Brite Divinity School, November 2015
- Workshop, "'Dear White Christians': How Can We Address Issues of Race
Today?" Three-part series, 2015
- Adult Education, "Introduction to the Dead Sea Scrolls,"
St. Philip Presbyterian Church (PCUSA), Hurst, TX, October 2012
- Treasurer, Board of Directors, Settlement House, Elkton, MD, 1998-2002

CONTINUING EDUCATION

- Tantur Ecumenical Institute, Jerusalem, Israel/Palestine, with added individual
travel in Egypt and Jordan, Summer 2007
- Healing Racism, Pacem In Terris, Wilmington, DE, 2001
- Delegation to El Salvador, Borderlinks, Tucson, AZ, 1998

JOY HUNTER AUSTIN
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Jackson ,Tennessee 38305
731-616-0622 (cell)
731-668-1073 (home)
731-425-1928 (office)
[**j.austin@memphis.edu**](mailto:j.austin@memphis.edu)

EDUCATION

D.A., English, 1983
University of Mississippi

Eng. S., English, 1979
University of Mississippi

M.A., English, 1978
University of Mississippi

M.Ed., Guidance and Counseling, 1976
University of Memphis

B.A., English, 1974
Lambuth College

PROFESSIONAL EXPERIENCE

Instructor in University College, University of Memphis, June 2012-present

Visiting Faculty, University of Memphis at Lambuth, August 2011-2012

Head, School of Humanities, Lambuth University, January 2009-2011

Co-Chair, Department of English, Lambuth University, September 2009-2011

Professor of English, Lambuth University, 1985-2011

Adjunct Assistant Professor of English and Director of the Writing Lab, Christian Brothers University, 1984-85

Instructor of English, University of Memphis, 1980-84

Instructor of English, Blue Mountain College, summer 1980

Graduate Teaching Assistant in English, University of Mississippi, 1977-80

Teacher of English, McNairy Central High School, 1974-77

PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP

Publication:

"Flannery O'Connor and Mutual Forbearance," *Integrite: A Faith and Learning Journal*, Fall 2016, Volume 15, Number 2

Papers/Presentations:

"Literary Rule Breakers and Trendsetters," AGLSP (Association of Graduate Liberal

Studies Programs), University of Oklahoma, October 2016

"Mutual Forbearance in the Stories of Flannery O'Connor," Mississippi Philological

Association, Mississippi University for Women, February 2016

"Defining the Southern Literary Landscape," AGLSP, Stanford University, October 2015

Host of Southern Festival of Books Session on "Finding Creativity in the Everyday: The Author/Illustrator Way" (Authors John Rocco and Kristi Valiant), Fall 2014

Host of Southern Festival of Books Session on "Raymond Atkins and *Camp Redemption*," Fall 2013

"Connie May Fowler and Place in Southern Literature," Tennessee Philological Association (presented with Susan Hudacek)

"Teaching without Texts," Tennessee Council of Teachers of English (presented with Susan Hudacek)

"Thematic Links in the Poetry of Robert Penn Warren," Tennessee Philological Association

"A Defense of Hilda in Nathaniel Hawthorne's *The Marble Faun*," Tennessee Philological Association

"A Way to Teach Style in Composition," Tennessee Council of Teachers of English

"The Eighteenth Century as Represented in *The Female Tatler*," Tennessee Philological Association

"Transcendentalism in *The Scarlet Letter*," Mississippi Philological Association

"The Popularity of the Ambivalent *Pamela*," Mississippi Philological Association

"Using Imitation in Teaching Style to Basic Writers," South Central Modern Language Association

"Competitive Writing," Tennessee Council of Teachers of English

Programs:

"Literature and Life," Keynote Address to University School of Jackson's National English Honors Society Induction, February 2015

"Everyday and Academic Writing," University of Memphis Lambuth Campus
Carney-Johnston Dormitory, February 2015

"Academic Writing," University of Memphis Lambuth Campus Criminal Justice
Class, Fall 2014

"F. Scott Fitzgerald's 'Babylon Revisited': The Real Story," University School
of Jackson's Advanced Placement Class, Fall 2011

"Fantasy and Reality in Nathaniel Hawthorne's 'Young Goodman Brown,'"
University School of Jackson

"Southern Landscapes: The Power of Place," *One Community, One Book* series on
Connie May Fowler (presented with Susan Hudacek)

"The Meaning of Excellence," Awards Banquet at McNairy Central High School

"The Importance of Writing," University School of Jackson

"A 'Stylistic' Approach to Teaching Composition," Madison County Schools' In-
service Training

"How to Prepare for College," Crockett County High School

TEACHING AREAS

Foundations of Liberal Studies—UNIV 7000

Seminar in Liberal Studies (Studies in Southern Culture)—UNIV 7200

Special Graduate Project—UNIV 7996

Senior Project—UNIV 4995

Literature of the Americas—UNIV 4518

The American Experience—UNIV 3531

Action Research—RODP 5709

English Communication/Writing

Literary Heritage

Elements of Literature

English Literature

English Writers on Location—England (May 2008)

Shakespeare: Histories and Comedies

Shakespeare: Tragedies

The Short Story

Literature of the Southern United States

Modern Poetry

American Literature

American Novel

TEACHING AWARDS/HONORS

Luther L. Gobbel Outstanding Faculty Award, 2001

Billie P. Exum Outstanding Educator Award, 2002

“Most Energetic Teacher”—informal student vote, 2008

UNIVERSITY SERVICE and OUTREACH

Writing Lab volunteer for the University of Memphis Lambuth Campus, 2015-present

Board of Directors of Wesley Foundation for the University of Memphis Lambuth Campus, January 2012-present

Academic advisor to University of Memphis students, Fall 2011-2016

Chairperson and/or committee member for graduate oral comprehensive exams, 2012-present

Thesis Committee member for senior advanced placement students at University School

of Jackson, Fall 2011-present

Spirit Award Committee—2016-2017

Committee on Jackson Madison County General Hospital Nursing Scholarship, 2016

Committee on Professional Development Awards, Spring 2015

Committee on University College Student Awards, Spring 2015

Christmas LANA Tour Hostess, December 2014

Ad hoc Committee on Faculty Rank, Promotion, and Contracts, Fall 2014

Mentor with TNAchieves Program, 2014-2015

Interviewer for Department of Education Mock Interviews, Spring 2014

Faculty representative to Lambuth Board of Trustees

Academic Honesty presentation in Freshman Seminar (several years)

Promotion and Tenure Committee (secretary and chair)

Faculty Council

Social Committee

Student Awards Committee

Special Events Committee

Library Committee (secretary)
Student Affairs Committee
Admissions Committee
Search committees
Long Range Planning Committee
Faculty Handbook Revision Committee
Editor of Self-Study (1998)
Faculty Forum Coordinator
Faculty Advisor to The Vision
Faculty workshops for “W” courses
Lambuth Children’s Center Board
United Way Committee
President of Phi Mu Parents’ Council
Speaker on preview days
Speaker to parents at SOAR (Summer Orientation and Registration) on “In the Classroom” (two summers)
Speaker to new freshmen on “The College Experience”
Interviewer for Hyde Scholar applicants (several years)
Speaker during stewardship campaign at Aldersgate United Methodist Church
Speaker at two “Who’s Who” convocations
Speaker on “A Glimpse of Lambuth” to Lambuth Board of Trustees
Member of faculty team to teach “Arts and Letters” of the twentieth century at Faculty Conference
Presenter of Faculty Forum entitled “The Development of Style—A Rescue for Weak Writers”

Dr. Radie Lynn Krueger

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Kelseyville, CA 95451
772-233-1127

Education

Doctorate of Education

Child, Youth and Human Services
Specialization: Human Service Administration
Nova Southeastern University
Ft. Lauderdale, Florida

Masters of Science

Educational Leadership
Nova Southeastern University
Ft. Lauderdale, Florida

Bachelors of Arts

Speech Communications
Wesleyan College
Macon, Georgia

High School

College Preparatory Track
Folsom High School
Folsom, California

Higher Education/Adult Education Work Experience

Fulltime Non-Tenure Track Instructor (Online)

University of Memphis/University College/TN eCampus
Memphis, TN

01/13-Present

Distance Learning Instructor

Online Undergraduate/Graduate Course Work
PRST 5200 Globalization and Professions
PRST 5105 Project Planning and Scheduling
CSED 4300 Family Resource Management
UNIV 3535 Family Communication
PRST 5920 Workplace Diversity
UNIV 4995 Senior Culminating Project

Course Developer

PRST 5920, 6920, 7920
PRST 5105, 6105, 7105
PRST 5200

Organizational Administration/Human Resource Training Consultant

Managed Health Network, Inc.
San Rafael, CA

10/12-Present

Training/Consultation Workshop Titles

Creating Work Life Balance/Coping with the Stress of Change
Understanding Your Personal Work Style
Essential Skills for Effective Management
Managing Challenging Behaviors in the Workplace

K-12 Administration Work Experience

Kansas City Public School

Dean of Academic Affairs/Assistant Principal of 7th/8th and 12th Grade

07/11-06/12

Southwest Early College Campus, Kansas City, MO

(Nationwide Search via Education Weekly—One Year Position)

Program Development, Implementation

Early College Program

After School Tutorial Program

Saturday School

Teacher/Staff Development

Staff Supervision and Evaluation

Professional Coaching and Mentoring

Teacher Development

Professional Practices and Protocols

Professional Protocol Development

Curriculum and Instruction

Conflict Resolution

Community Outreach/Community Development

Student Recruitment Coordination

Parent Involvement Coordination

Community Partnership Development

University Partners Team Member

St. Lucie County School District, Ft. Pierce, FL

Assistant Principal/CTE Program Development

07/08-07/11

Ft. Pierce Westwood High School, Ft. Pierce, FL

Administration, Supervision and Program Development

CTE/Core Program Merger and Curriculum Alignment

Satellite Campus Construction Project

Community Outreach /Establishing Community Partnerships

Teacher/Staff Supervision and Professional Development

English/Reading Department Administration

Secondary Education Teaching Experience

Upper Lake Unified School District, Upper Lake, CA

08/16-Present

High School English Teacher

Instructional Roles

English Teacher 9,10, and 11

ASB Co-Sponsor

Santa Rosa City Schools, Santa Rosa, CA
High School English Teacher
Maria Carrillo High School

08/15-07/16

Instructional Roles

English Credit Recovery Program (Spring Semester)
Summer School (Session 1 and Session 2)
Bay Area Writing Project
Restorative Justice Practice
EL Authorization/Strategy Implementation
Special Education Training/Implementation

Novato Unified School District
San Marin High School English Teacher

08/13-07/15

Instructional Roles

Express Yourself Club Sponsor
Global Academy Planning Committee
SLOP Training/Implementation
Restorative Justice

St. Lucie County School District, Ft. Pierce, FL
High School English Teacher
Lincoln Park Academy High School English Teacher

08/03-06/08

Leadership Roles

Vocabulary Protocol Development
Aspiring Administrator Cohort (07-08)
Runner-Up Teacher of the Year (2008)

Instructional Roles

World/American Literature Instruction
AP Language Instruction
FCAT Preparation/Essay Writing and Speech/Debate

St. Lucie County School District, Ft. Pierce, FL
Middle School English Language Teacher
Southport Middle School, Ft. St. Lucie, FL (1996-2002)
Lincoln Park Academy, Ft. Pierce, FL (2002-2003)

08/96-07/03

Leadership Roles:

Writing Format Development
21st Century After-School Program FCAT Tutorial Program
Team Leader
Student Council Sponsor

Instructional Roles

7th Grade Language Arts Literature/Writing/Grammar
7th Grade Gifted Program
Essay Writing Tutor

Instructional Positions Prior to 1996

English/ESOL Interim Teacher Martin County High School, Stuart, FL	03/96-06/96
Preschool Teacher Apple Tree Academy, Stuart, FL Pk-4 Instruction /Curriculum Development	08/95-03/96
Adjunct Professor Indian River Community College, Ft. Pierce, FL College-Prep Writing	07/90-03/91
English Teacher 9-12/JV Cheerleading Coach Satellite High School, Satellite Beach, FL	09/84-06/86

Other Leadership Positions

Tractor Supply Company-Assistant Manager Windsor, CA	02/13-08/13
J Vineyards and Winery-Retail Sales Windsor, CA	08/12-02/13
Manager of Educational Services Department The Palm Beach Post, West Palm Beach, FL Curriculum/Workshop Development	05/94-01/95
Executive Director Martin County Literacy Council, Stuart, FL Volunteers Coordinator/Community Support	11/93-05/94
Project Director Community Help Center Central Nebraska Council on Alcoholism, Grand Island, NE Pilot Project Development	02/93-08/93
Employment Communication Consultant/Trainer Curtis and Associates, Inc., Grand Island, NE Family Intervention for WIC recipients	06/92-10/92
Youth and Adult Christian Education Director First Presbyterian Church, Stuart, FL	07/90-03/91
Training Director First National Bank and Trust Company, Stuart, FL	02/87-04/90

Professional Memberships

Phi Delta Kappa International Member
Association for Supervision and Curriculum Development (ASCD)
Marquis Who's Who (1989-Present)

Certifications

California Clear Single Subject Teaching Credential: First Time #123163579
Authorized Subject: English

R1S: Authorization to teach the subject area in grades twelve and below, including preschool, and in classes organized primarily for adults.

ELA1: Instruction in English language development for English learners in grades twelve and below, including preschool, and in classes organized primarily for adults.

Florida State Professional Certification # 557938
Educational Leadership (K-12)
English (grades 5-9)
English (grades 6-12)
Speech (grades 6-12)
English for Speakers of Other Language (ESOL) Endorsement (K-12)

Educational Program Development/Implementation K-12

Non-Fiction Writing Protocol (K-12): Sequentially progressive writing protocol which begins with the 5 basic components of a sentence, and builds complexity through the basic sentence, paragraph, essay and advanced research writing style appropriate for high school. Developed in 1996 and successfully implemented and utilized by hundreds of students.

Vocabulary Protocol (K-12): Based on the 4 steps of effective teaching, the student is introduced to weekly vocabulary terms. By continuously engaging these terms in student-centered and creative ways, vocabulary acquisition was profoundly increased. Researched and developed in 2008, this protocol has been incorporated in the St. Lucie County Literacy Routine implemented in 2008.

Publications

Krueger, R. (2008). Increasing reading comprehension scores through the use of a teaching protocol. Ed.D. Dissertation. Fischler School of Education and Human Services, Nova Southeastern University, Ft. Lauderdale, FL.

REV. DR. THOMAS ARTHUR RUSSELL

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Franklin, TN 37069
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(c) 615-426-2851
drtomrussell@yahoo.com

EDUCATION

PhD Vanderbilt University, Nashville, TN (1999, History of Christianity and World Religions)
Dissertation: "Women Leaders in the Student Christian Movement and the Rise of the New Woman, 1880-1920"
MA Vanderbilt University, Nashville, TN (1992, Religious Studies)
CPE Andover-Newton Theological Seminary, Newton, MA (1980)
M Div Gordon-Conwell Theological Seminary, South Hamilton, MA (1980)
BA Furman University, Greenville, SC (1976, History and Classics)

PROFESSIONAL CREDENTIALS

Anglican Church of North America, Anglican Diocese of Pittsburgh
Deacon (12/6/2012)
Priest (3/22/2014)

SPECIALIZED TRAINING FOR ON-LINE TEACHING

Regents Online Degree Program Course Developer Training (Fall, 2012)
Preparing to Teach On-Line using the University of Memphis's D2L Learning System (Spring, 2007)
Preparing to Teach On-Line using the University of Maryland's WebTycho Program (September, 2004)
Teaching On-Line and the Use of WebCT, Regent's On-Line Degree Program, Tennessee Board of Regents (August, 2004)
Teaching On-Line and the Use of WebCT, Belmont University (August, 2004)

CURRENT POSITION

Undergraduate Faculty, Interdisciplinary Studies, University College, The University of Memphis, Memphis, TN (2004-Present)

Graduate Faculty, Interdisciplinary Studies, University College, The University of Memphis, Memphis, TN (2008-Present)

Occasional Adjunct Professor, College of Theology and Christian Ministry, Belmont University, Nashville, TN (2003-Present)

PROFESSIONAL EXPERIENCE (ACADEMIA)

Graduate-Level Teaching On-Line

Excelsior College, Albany, NY (2006-2014)

Thesis Work:

MA Thesis Advisor, Topic: Religion and Post-Traumatic Stress Disorder

MA Thesis Committee Member, Topic: John Paul II

MA Thesis Advisor, Topic: Joseph of Nazareth

University College, University of Memphis, Memphis, TN (2008-Present)

Course Taught:

700-level: Professional Studies: Issues and Ethics

Undergraduate-Level Teaching On-Line

University College, University of Memphis, Memphis, TN (2004—Present)

Courses Developed:

300-level: Faith, Reason and Imagination, Comparative Christianity, Hebrew and Greek Legacy, Senior Project Advisor, using WebCT and D2L

Courses Taught:

300-level: Faith, Reason and Imagination, Comparative Christianity, Hebrew and Greek Legacy, Senior Project, Family Communication, using WebCT and D2L

Department of Theology and Christian Ministry, Belmont University, Nashville, TN (2003-Present).

300-level: Questions that Matter

I have used WebCT and Blackboard for a significant part of all classes (see below)

Graduate Level Teaching On-Site

Hazelip School of Theology, David Lipscomb University, Nashville, TN (2017)

Guest Professor, Instructed Eucharist

Institute for Conflict Management, Lipscomb University, Nashville, TN (2012)

MA Thesis Committee Member, Topic: The Emerging Movement: A Conflict Management and Leadership Matrix for the Church in Postmodern Culture

Reformed Theological Seminary, Charlotte, NC (2011-2012)

Master of Divinity Theological Mentor

Undergraduate College Teaching On-Site

Department of Philosophy and Religion, Western Kentucky University, Bowling Green, KY

Visiting Assistant Professor of Religious Studies (1999-2001, 2003-2004)

University Lecturer (1988-1999, 2001-2003)

Classes Taught:

400-level: Religious Diversity in Tennessee and Kentucky

300-level: Global Christianity, Islamic Religious Traditions, Hindu Religious Traditions, Christian Religious Traditions, Native American Religious Traditions, Religion in Contemporary America, Religions of Asia

100-level: Introduction to Religious Studies, Introduction to Old and New Testaments, Comparative Religions

Independent Study: The Nicene Controversy and Creed

Department of Theology and Christian Ministry, Belmont University, Nashville, TN (2003-Present)

Courses Taught:

100-level: Understanding the Bible, Introduction to the New Testament

300-level: Comparative Spirituality, Jesus in the Gospels and Film: Junior Cornerstone Course

Department of Religious Studies, Vanderbilt University, Nashville, TN (1986-1988)

Teaching Assistant, World Religions and Hebrew Bible

Graduate-Level Course Development

Argosy University, USA (2009)

700-level (Ph.D.): Non-Western Helping and Healing

Undergraduate-Level Course Development

Hazlip School of Theology, David Lipscomb University, Nashville, TN (2015-Present)

HST Liturgical Worship

University College, The University of Memphis, Memphis, TN (2011-present)

300-level: Comparative Christianity, Faith, Reason and Imagination Competency-Based

Department of Theology and Christian Ministry, Belmont University, Nashville, TN (2003-Present)

100-level: Understanding the Bible, Introduction to the New Testament

300-level: Jesus in the Gospels and Film, Spirituality in World Religions, Questions that Matter (Philosophy of Religion)

Department of Philosophy and Religion, Western Kentucky University, Bowling Green, KY (1989-2003)

400-level: Religious Diversity in Tennessee and Kentucky

300-level: Global Christianity, Islamic Religious Traditions, Hindu Religious Traditions, Christian Religious Traditions, Native American Religious Traditions, Religion in Contemporary America, Religions of Asia

100–level: Introduction to Religious Studies, Introduction to Old and New Testaments

Administration--Grant Oversight

Western Kentucky University, Bowling Green, KY (2001-2004)

I have received three research grants since 1999, which have enabled me to document new religious communities of recent immigrants to the Bible Belt. These communities are Christian and non Christian. My research grants have allowed me to write, visit services and interview people. One of my grants came from Harvard University, while the other two came from the Louisville Institute (see below).

Administration--Organizations, Committee Work

Western Kentucky University, Bowling Green, KY (1999-2001)

Potter College Asian Studies Minor Committees

Department of Philosophy and Religion Library Representative

Fellowship of Students of Missiology (1989-1991)

Treasurer, Fellowship of Students of Missiology, the graduate student organization officially sponsored by the American Society of Missiology

Administration—Consulting

For Excelsior College, Albany, NY (2005)

Participant in Standard Setting for World Religions Exam

For PBS (2001)

Television Program, Religion and Ethics Newsweekly

For Religious News (2001-2003)

The City Paper, Nashville, TN, The Tennessean, Nashville, TN, The Messenger–Inquirer, Owensboro, KY, and The Daily News, Bowling Green, KY

Administration--Library Work

Vanderbilt Divinity School Library, Vanderbilt University, Nashville, TN (1986-1996)

Bibliographer for World Religions

Administration--Special Events/Projects

Organizer of Special Presentations, Department of Philosophy and Religion, Western Kentucky University, Bowling Green, KY (2001-2004)

Dr. Chinedu Abara, "Nigerian Christianity"

Ahmad Patel, the Imam of the Islamic Center of Elizabethtown, KY

Muaz Redzic, the Imam of the Islamic Center of Bowling Green, KY

Dr. Bruce Costain, a Jain Teacher and Leader

Saman Sthitpragya, a Jain monk from India (Two presentations). The monk's presentation at WKU was the only one given in the region in a university/college setting. I introduced the local Imam who was in the audience and led a dialogue between him, the Jain monk and the class at the first presentation.

Organizer of Student Field Trips (1990-Present)

To observe a variety of religious communities, Christian and otherwise

Organizer of a Monthly Interfaith Group, Nashville, TN (2002-2003)

The Coffee Klatch with Eastern, Roman and Protestant Christians, Muslims and Jains

Furman University, Greenville, SC (1974)

Student Organizer/Director, Asian Emphasis Week

PROFESSIONAL EXPERIENCE (CHURCH MINISTRY)

St. Mary's of Bethany, Anglican Church of North America, Nashville, TN (2015-Present)

Preacher, Celebrant and Liturgist

Theological/Personal Mentor/Spiritual Director for Ordinands/Lay People

Prayer Ministry

Pre-Marriage Counseling

Multi-Church Wine Club Small Group: Wine Tasting, Bible Study and Communion, Nashville, TN (2015-Present)

Church of the Redeemer, Anglican Church of North America, Nashville, TN (2009-2015)

Preacher, Celebrant and Liturgist

Special Speaker for Teaching Series on the Gospels

Adult Sunday School Teacher/Bible Teacher

St. John's Anglican Church, Franklin, TN (2014-2015)

Occasional Guest Celebrant and Preacher

Inter-Varsity Graduation and Faculty Fellowship, Vanderbilt University, Nashville, TN (2013-2014)

Summer Bible Study Leader for Inter-Varsity Graduate and Faculty Fellowship, Vanderbilt University

Anglican Diocese of Pittsburgh, Pittsburgh, PA (2013-Present)

Bible Literacy Task Force

Theological/Personal Mentor/Spiritual Director (1972-Present)

For person in ministry, considering ministry or ordination processes for several denominations; recent examples include:

MTS student, Reformed Theological Seminary (2012)

Inter-Varsity Staff Worker, Vanderbilt University (2011-2015)

Two Anglican deacons (Summer, 2016)

Two Deacon Candidates, St. Mary's of Bethany Church (2016-Present)

Just Crumbs Ministry, Nashville, TN (2007-2008)

Chaplain and Pastoral Care Giver

Church of the Resurrection, Franklin, TN (2007)

Guest Bible Study Teacher

Independent Small Group Bible Study and Home Group Leader (2005-2012)

Bible Study Teacher

Home Group Leader

Pastoral Care Giver
 Episcopal Diocese of Tennessee, Nashville, TN (2006-2008)
 Member of Diocesan Christian Education Committee
 Delegate and Alternative Delegate for special convention to elect a new bishop

Church of the Apostles, Franklin, TN (2004-2007)
 Delegate and Alternate Delegate for Diocesan convention
 Facilitator of all lay readers, chalice bearers and acolytes
 Assign, train and evaluate all volunteers
 Preacher, Lay Reader, and Chalice Bearer
 Adult Sunday School Teacher
 Pastoral Care Giver

St. Paul's Episcopal Church, Franklin, TN (1995-2004)
 Small Group Leader
 Adult Sunday School
 Direct and teach an adult Sunday school class, which mixes academic and devotional aspects of Bible books, such as Romans, Acts, Hebrews, 2 Peter and Jude
 Guest Youth Group Speaker

St. Bartholomew's Episcopal Church, Nashville, TN (1986-1989)
 Occasional speaker
 Youth Sunday School Teacher

Church of the Apostles (Episcopal), Fairfax, VA (1981-1985)
 Minister of Christian Education
 Developed and supervised a successful, multifaceted education program for a 1500+ congregation.
 Created programs, recruited, trained and evaluated volunteer and paid staff, selected curriculum, established budgets, directed leadership and teacher training programs
 Organized and directed a college internship program for over 30 college students, gave sermons and speeches, provided personal counseling

Episcopal Diocese of VA, Richmond, VA (1982-1984)
 Traveling Education Team Member and Leader
 Advised parishes on development of Christian Education ministries throughout dioceses
 Conference Planner for diocesan-wide Christian education conferences

First United Church (Baptist-Disciples of Christ), Swampscott, MA (1977-1981)
 Associate Pastor
 Led worship, gave sermons, organized a college and career group and adult Sunday School Program, participated in church board meetings, provided personal counseling

EARNED HONORS AND AWARDS

Marquis Who's Who in America (2009)

Marquis Who's Who International (2010)

The Louisville Institute, Louisville, KY (2001-2004)

Grant Recipient, Southern Migrations: Religious Change along "The Corridor,"
Part I

Grant Recipient, Southern Migrations: Religious Change along "The Corridor,"
Part II

The Louisville Institute rarely gives out two awards to the same recipient, but I
was honored for my extensive research on Eastern Christianity in Middle
Tennessee with a second award for research on Hispanic Roman Catholicism in
Middle Tennessee

Harvard University, Cambridge, MA (2000-20004)

Grant Recipient and Project Affiliate, The Pluralism Project, Harvard University for
Southern Migrations: Religious Change Along "the Corridor" Research Project
Parts I and II

Western Kentucky University, Bowling Green, KY (1999-2000)

Honoree as one of four research grant recipients, Potter College
Faculty Development Grant Recipient

The Graduate School, Vanderbilt University, Nashville, TN (1986-1992)

Dissertation Enhancement Award
Tuition Scholarships

Furman University, Greenville, SC (1974-1976)

Phi Gamma Mu Social Sciences Honorary Society
Sigma Phi Classics Honors Society
Commendation for saving the life of a fellow student

Boy Scouts of America, USA (1965-1972)

Eagle Scout
God and Country Award
Vigil Honor, Order of the Arrow

NOMINATIONS FOR HONORS AND AWARDS

University College, University of Maryland, College Park, MD (2007)

Nominee for the Stanley J. Drazek Teaching Excellence Award and UMUC
Teaching Recognition Award

Belmont University, Nashville, TN (2006)

Nominee for the Chaney Distinguished Professor Award

Western Kentucky University, Bowling Green, KY (2001)

Nominee for the President's Award for Diversity by faculty colleagues in the
Department of Philosophy and Religion

INVITED PAPERS, SPEECHES AND CONFERENCE PARTICIPATION

Scholarly Meetings

The American Academy of Religion Annual Meetings (2001-2003)

Session Presentations

"Bible Belt Jainism" for the Asian North American Religions Session.

Respondents were Dr. Diana Eck, Director for Harvard University's Pluralism Project and Dr. Vasudha Narayanan, Past Present of the American Academy of Religion (Atlanta, GA 2003)

"Latino Roman Catholicism Music City Style!" for the Latina/o Religion, Culture and Society Session (Atlanta, GA 2003)

"Immigrant Religious Communities in Nashville, TN and Bowling Green, KY" for Harvard University's Pluralism Project Session (Nashville, TN 2000)

Three of my undergraduates and I gave presentations on our field research. Undergraduates rarely make presentations at this large conclave of Religious Studies scholars.

Annual Meeting, American Society of Missiology, Pittsburgh, PA (1989)

"Can the Story Be Told Without Them? The Role of Women in the Student Volunteer Movement"

Religious Societies

Inter-Varsity Graduate and Faculty Fellowship, Vanderbilt University, Nashville, TN (2014)

Guest Speaker, "Biblical Authority in Eastern, Roman and Protestant Christianity" Church of the Apostles Episcopal, Franklin, TN (2006)

Presentation and Discussion Leader, "Issues Raised by the DaVinci Code"

St. Paul's Episcopal Church, Franklin, TN (2001-2004)

Presentation and Discussion Leader

"Understanding Mel Gibson's 'The Passion of the Christ'"

"Understanding Luther the Man and the Movie, 'Luther'"

"Understanding Islam"

"Does the Bible Belt Still Exist? Religious Diversity and Immigrants in Middle Tennessee," Four Presentations

St. Stephen's Roman Catholic Community, Mt. Juliet, TN (2003)

"Understanding Buddhism"

Annual Meeting, Jain Association of North America, Cincinnati, OH (2003)

"Difficulties Faced by Recent Religious Immigrants to North America" and "Living in Harmony with Neighbors, Friends and Co Workers in Contemporary Multi Religious America." Two Presentations

Jain Society of Middle Tennessee, Clarksville, TN (2000-2001)

Two Presentations. These were featured on the Young Jains of America Website under "Regional News, the Southeast" (June, 2001)

PUBLICATIONS

Books

Comparative Christianity: A Student's Guide to a Religion and its Diverse Traditions
(Boca Raton: Universal Publishers, 2010)

Published Course Materials

Comparative Christianity (Memphis: University of Memphis and Thomas Russell, 2014)
Faith, Reason and Imagination Competency-Based (Memphis: University of Memphis
and Thomas Russell, 2014)

Books in Progress

Women Leaders of the Student Christian Movement, 1880-1920 (under contract with
the American Society of Missiology Series, Orbis Books, 2017)
Anglicanism and Other Christian Faiths in Conversation (looking for publisher, 2017)
Anglican Ordination Exams Preparation Book (looking for publisher, 2017)

Self-Published Materials

Russell/Quigley Genealogy, 1600-Present (2017)
Russell/Fowler Genealogy, 1600-Present (2017)

Articles (By Me)

Evangelical Dictionary of Missions

"Ruth Rouse" (2000)

American National Biography

"Wilhelm Pauck" (1998)

"Fennell Turner" (1998)

Missiology: An International Review

"Can the Story be Told Without Them? The Role of Women in the Student
Volunteer Movement" [17 (April, 1989): 159-175]

The Vanderbilt Magazine, Vanderbilt University

"View from a Distance: International Student Life at Vanderbilt University"
(Winter, 1988)

The Spire, Vanderbilt Divinity School

"The Narrative of a Legacy: Women Graduate Students at Oberlin School of
Theology and Vanderbilt Divinity School" (Summer, 1986)

Religious Studies Review

Miscellaneous book reviews

Articles (About Me and/or My Research)

The Green Hills News (Nashville, TN)

Jared Porter, "Immigrant Churches Give New Meaning to Traditional Notion of the Bible Belt" [17:38 (September 23, 2004): 1, 16]
 The City Paper (Nashville, TN)
 Craig Boerner, "Inside Out: The Episcopal Church Struggles" (October 9, 2003)
 Kiplinger's Personal Finance Magazine (International Coverage)
 Jane Bennett Clark, "Making It in America" (October, 2001)
 The Daily News (Bowling Green, KY)
 "Spotlight on Diversity: Changing Cultural Landscape of Bowling Green is Getting National Attention" (September 26, 2001)
 The Western Scholar 2:1 (A Publication of Western Kentucky University)
 Luke E. Harlow, "Faith to Faith in the Bible Belt" (Fall, 2001: 19-21)
 The Messenger-Inquirer (Owensboro, KY)
 Karen Owen, "Students Learn About Non-Violent Jain Religion" (June 20, 2001: B3)
 Karen Owen, "Bible Belt More Religiously Diverse than Many Realize" (July 28, 2001: B6)
 The Tennessean (Nashville, TN)
 Ray Waddle, "Jains Tread Gentle Path to Peace" (April 7 2001: 3B)
 Ray Waddle, "Bible Belt Getting Stretched" (April 1, 2001: 1B, 4B)

PROFESSIONAL ASSOCIATIONS

The American Academy of Religion (1988–present)
 The Tennessee Anglican Council (2003–2005)
 The American Society of Missiology (1988-1992)
 The National Eagle Scout Association (Lifetime Member)

CURRICULUM VITAE

(Chronological)

NAME: Herbert Louis McCree DEPARTMENT: University College
ACADEMIC: Affiliate Graduate Faculty

DEGREES

DEGREE	DISCIPLINE	INSTITUTION	YEAR
Ed.D	Leadership/Policy Studies	The University of Memphis	1996
M.S.	Instructional Design	Memphis State University	1992
B.S.	Industrial Technology	Southern Illinois University	1982
AS	Vocational Technical Education	State Technical Institute Memphis	1980

EDUCATIONAL EXPERIENCE (Expanded related and prior non-educational experiences in Appendix C)

RANK/POSITION	DEPARTMENT/DIVISION	INSTITUTION/COMPANY/ORGANIZATION	PERIOD
Instructor	University College	The University of Memphis	2014-present
Center Director	Extended Programs	The University of Memphis	1997-2014
Acting Director Graduate Studies	University College	The University of Memphis	2008-2010
Interim Associate Dean	University College	The University of Memphis	2006 Spring Semester
Visiting Instructor	Department of Leadership	The University of Memphis	1995-1997
Research and Teaching Assistant	Center for Research in Educational Policy	The University of Memphis	1992-1995
Teaching Assistance, Laboratory Instructor	Engineering Technology	The University of Memphis	1991-1992
Assistance Course Supervisor	Advance First Term Avionics	Naval Air Technical Training Center Millington	1985-1990
Senior Instructor	Avionics "A" School	Naval Air Technical Training Center Millington	1978-1981

HONORS/AWARDS

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Outstanding Advisor Award	University College, University of Memphis	2011
Provost Outstanding Service Award	University of Memphis Academic Affairs	2007
Master Training Specialist	United States Navy – Chief of Naval Technical Training	1988

TEACHING EXPERIENCE: (Expanded Summary in Appendix A.)

SUBJECT AREA (indicate Undergraduate (U), Graduate (G), Other)	INSTITUTION
Research Methods, Liberal Studies (G)	The University of Memphis
Action Research and Professional Studies Culminating Projects (G)	Regents On-Line Degree Programs
History, Philosophy, Politics, Policy Studies of Education (G)	The University of Memphis
The Developing Adult	The University of Memphis
Introductory Foundations of Teaching (U)	The University of Memphis
Foundations of Education (G)	Christian Brothers University in Memphis
Applied Statistics (U)	The University of Memphis

STUDENT ADVISING/MENTORING:

Students involved in scholarly (research, creative) activities (committees chaired).

Graduates (number): Undergraduate _____, Masters <u>8</u> , Doctoral _____, Postdoctoral _____		
Current	Name	Year of graduation (anticipated)
Masters	Pamela Chamberlain	2006
Masters	Tim Hardin	2009

Masters	Lethelea Jackson	2009
Masters	Jacquelyn Jones	2009
Masters	Heather Turner	2009
Masters	Ebony Briggs	2009
Masters	Frankie Perry	2009
Masters	Lisa Coddington	(2010)

Number of committee memberships (other than those chaired): Masters 10, Doctoral 5.

RESEARCH/SCHOLARSHIP/ CREATIVE ACTIVITIES: *(Appendix B provides additional information.)*

PUBLICATIONS

Refereed journal publications (include book chapters)

Bowyer, C. H. & McCree, H. L. (1997). National goals for education and the language of education. In Harvey Siegel (Ed.), Reason and Education (pp. 139-148). Dordrecht, The Netherlands: Kluwer Academic Publishers.

Bowyer, C. H. & McCree, H. L. (1997). National goals for education and the language of education. Studies in Philosophy and Education. 16 (1-2).

Nonrefereed publications

McCree, H. L. (1996). A policy analysis: educational administrators, alternative teacher certification, and military veterans. Available through Dissertation Abstracts.

Etheridge, G. W., McGee, W. B., & McCree, H. L. (1994). Making things happen: the story of the Memphis Center for Urban Partnerships. Alliance 2 (1) Summer.

Technical Reports

Butler, E. D., Alberg, M. J., & McCree, H. L. (1992). PATS project cycle III sites. Report to Tennessee State Department of Education, Office of Professional Development.

Butler, E. D., Alberg, M. J., & McCree, H. L. (1992). Evaluation of summer 1992 PATS academies for pilot, cycle II, and add-on sites. Report to Tennessee State Department of Education, Office of Professional Development.

Butler, E. D., Kenney, G. E., & McCree, H. L. (1994). Fall 1993 baseline results for School, My Class and Me: Trezevant Vocational Center. Prepared for the Memphis Center for Urban Partnerships and Memphis City Schools.

Butler, E. D., Kenney, G. E., & McCree, H. L. (1994). Fall 1993 baseline results for School, My Class and Me: Frayser High School. Prepared for the Memphis Center for Urban Partnerships and Memphis City Schools.

Butler, E. D., Kenney, G. E., & McCree, H. L. (1994). Fall 1993 baseline results for School, My Class and Me: Frayser Elementary School. Prepared for the Memphis Center for Urban Partnerships and Memphis City Schools.

Butler, E. D., Kenney, G. E., & McCree, H. L. (1994). Fall 1993 baseline results for School, My Class and Me: Westside High School. Prepared for the Memphis Center for Urban Partnerships and Memphis City Schools.

PRESENTATIONS (refereed marked with an asterisk)

Conferences

*Herb McCree; Elizabeth McDowell, Richard Osbourne (2013) Off-Campus Administrator Workshop
Pre-conference workshop at annual conference of Tennessee Association for Continuing Higher Education 38th, Memphis Nov. 13-15, 2013

*Herb McCree; Worley, Bethany (2006) Innovative Trends in Curriculum: Accelerated Course Format and Dual Credit. Concurrent session presented at the annual conference of Tennessee Association for Continuing Higher Education 38th, Gatlinburg Nov. 8-10, 2006

*McCree, Herb; Pruett, Albert (2005) Understanding and Capturing The Military Education Market. Concurrent session presented at the annual meeting of Association for Continuing and Higher Education Region 7 April 10-12, 2005.

*Herb McCree (2004) Multi-cultural Education. Roundtable conducted at the annual meeting of Association for Continuing and Higher Education Region 7 April 18-20, 2004.

*McCree, Herb (2002) Credit for the Experienced Climber: Applying Military Credit to Degree Programs. Concurrent session

presented at the annual conference of Tennessee Association for Continuing Higher Education 34th, Gatlinburg Nov. 14-15, 2002.

*Petry, John R.; McCree, Herbert L. (1998). Evaluation of the Bridge Builders program: students involved in multicultural activities. Paper presented at the annual meeting of the Mid-South Educational Research Association, 27th, New Orleans November 4-6, 1998.

*McCree, H. L. (1993). Post-career military as an alternative pool of teacher candidates. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans Nov. 10-12, 1993.

*McCree, H. L., Scipio, J., McGee, W., & Bogatin, N. (1993). Forming urban partnerships for educational reform: the university leadership role. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans Nov. 10-12, 1993.

Other, Invited Presentations (universities/industry)

Herb McCree (2006) Accelerated Semester Formats presented at Tennessee Technological University

SERVICE:

UNIVERSITY	COMMITTEE/ACTIVITY	PERIOD
Department	Undergraduate Curriculum Committee (Department of Leadership)	1995-1997
College/School	Undergraduate Curriculum Committee (College of Education)	1995-1997
University	Provost's Veterans Services Committee	2013 - 2014
	Graduate Council	2008 - 2010
	Millington Project Planning Team	2004 - present
	Servicemembers Opportunity College Representative	1998-2004
	Information Technology Academic Advisory Committee	1998 to 2004
OTHER		
Society/Organization/Journal	COMMITTEE/EDITORIAL BOARD/OFFICE	PERIOD
Tennessee Alliance for Continuing Higher Education	Regional Representative and Executive Committee	2012 -2014
Tennessee Alliance for Continuing Higher Education Association For Continuing Higher Education Region 7	Historian	11/2005 - 2009
	Annual Conference Planning Committee	2005 - 2008

Appendix A

Teaching Activity-Summary post-1997

Inclusive Years	Course #	Course Name	Credit Hours	Graduate (G) Undergraduate (U)	Independent Study (S) Instructed (I)
2015-2016	PRST 7200	Globalization and Professions	3	G	
	UNIV 7100	Data Based Decision Making	3	G	
	ASTL7709	Action Research	3	G	
	UNIV 4527	The Developing Adult	3	U	
2012-2014	UNIV 4527	The Developing Adult	3	U	I
2010	PRST 7310	Leadership Organization	3	G	I
2007-2010	PRST 7998	Professional Project	3	G	I
2007-2008	ASTL 7709	Action Research	3	G	I
2009	UNIV 7796	Independent Study	3	G	S
2003-2011	UNIV 7996	Special Project	3	G	I
2003-2006	UNIV 7100	Research in Interdisciplinary	3	G	I
2001-2002	LEAD 7083	Readings and Research in Educational Policy	3	G	S
2000-2005	LEAD 4000	Education/School/American	3	U	I
1998-2005	LEAD 6000	Education/School/American	3	G	I
1998-2003	EDPR 4541	Fundamentals of Applied Statistical Methods	3	U	I
1999	LEAD 4400	Leadership/Reform in American Schools	3	U	I
1999	LEAD 6400	Leadership/Reform in American Schools	3	G	I
1998-2008	LEAD 2010	Teaching and Schools in Urban Settings	3	U	I
1998	LDPS 8320	Urban Education: Historical and Contemporary Perspectives	3	G	I
1998	LDPS 7320	Urban Education: Historical and Contemporary Perspectives	3	G	I

Appendix B

Research/Grants

Authored grant proposal to FISC Philadelphia, United States Navy, Student Support Services for NPRST (June 2006). unfunded

Tri-State Education Initiative (funded by National Aeronautics and Space Administration)
Assistant to Principal Investigator

Synergy Project (funded by Department of Justice)
Memphis Center for Urban Partnerships (funded by the Ford Foundation)
Data collection and analysis of project activities
Preparation of technical reports
Development and authoring of supplementary grant proposals
Assistance in budget reporting of grant activities

Center for Research in Educational Policy (funded by Tennessee Board of Regents)
Data collection and analysis of Positive Attitudes in Tennessee Schools project
Preparation of technical reports
Secondary research on various Center projects

Assisted Dr. J. Petry in preparation of grant proposal presented to U. S. Navy: Task Analysis Source Consolidation (1996)
Unfunded

Assisted Dr. B. Townsend in preparation of technology grant proposal to The University of Memphis to upgrade the Department of Leadership Computer Lab (1995). Unfunded

Co-authored with Dr. Julius Scipio a grant proposal to FIPSE: Memphis Academy for Educational Excellence in Higher Education (1994). Accepted by FIPSE for development, not pursued by the authors.

Assisted Dr. G. Etheridge in preparing grant proposal to United States Department of Education: Institute for Community Education (1993). Unfunded

APPENDIX C

Other Relevant Post-Secondary Educational Administrative Experience Detailed (1985-1990)

The Naval Technical Training Center at Millington Tennessee was one of the largest vocational technical training facilities in the world. The enrollment would be the envy of any state technical institution or university. Much like any university, it was organized into departments with specific educational responsibilities. The Southern Association of Colleges and Schools (SACS) accredited many of the schools within these departments. All were evaluated by the American Council of Education (ACE) for transferability to college credits.

I was one of the administrators of the Advanced First Term Avionics School (AFTA). AFTA was a 19-week intensive course in electronics. It is equivalent to a technology department at a technical college or a program offered by an area vo-tech center. AFTA was fully accredited by SACS. My position as Assistant Course Supervisor would correspond to that of a department chair or assistant dean.

My administrative assignment covered 74 staff and instructors and an average daily student load of 450. Approximately 28 civilian instructors under contract taught the first half of AFTA from State Technical Institute at Memphis. One of my administrative duties required me to monitor these instructors for contract compliance and to serve as instructional liaison with State Technical Institute. Military instructors taught the bulk of the course. I was responsible for maintaining instructional quality and for primary management of the instructional staffing.

One administrative duty related to the primary management of staff was the scheduling of staff for professional courses in civilian and related military schooling, many of which were transferable for college credit. I also had oversight responsibility for the scheduling and delivery of non-credit weekly professional development seminars for staff. These covered a wide range of subjects and were often presented by local college and university personnel.

I was the administrative contact with the off-campus program personnel from State Technical Institute, Southern Illinois University Carbondale, Shelby State Community College, Embry Riddle Aeronautical University, and University of Arkansas. Staff instructors were encouraged to participate in the undergraduate and graduate programs offered by these institutions and as an educational advisor I had to be familiar with articulation procedures, programs and course offerings. I was the first link in the advising program assisting individuals in AFTA in the enrollment and completion of degree programs.

The strict adherence to required policies and quality standards ensured that AFTA maintained its SACS accreditation. My administrative role was to oversee curriculum and testing development. The school had a comprehensive criterion referenced testing program to evaluate student success. I was also responsible for the interpretation of standardized testing results such as the Armed Services Vocational Assessment Battery (ASVAB) and reading and mathematics diagnostics tests given to students. I advised students on academics and helped develop individual plans to address weaknesses. An average student-advising load would be approximately 50 per month. Often I referred students to Academic Remedial Training, equivalent to developmental studies at colleges and universities. State Technical Institute at Memphis conducted the remedial program under contract. Students were also advised on career options and how off-duty education would assist them in career goals.

By way of example, the transferability of credit specific to AFTA is based on the American Council of Education's evaluation of AFTA's curriculum and instruction program. The resultant recommendation for college credit in general education was for three credit hours in Algebra and Trigonometry I and three credit hours in Physics I. ACE also recommended college credit for a variety of electronics courses such as; AC/DC Theory, Circuits I and II, and other electronic courses. AFTA provided articulation potential for almost half of the degree requirements for an associates in electronics. Through programs like the Servicemembers Opportunity College, a consortium of colleges and universities across the nation, many military personnel receive college credit through articulation based on military training that corresponds directly to civilian education coursework. The American Council of Education and the Southern Association of Colleges and Schools as well as other accrediting bodies have recognized the value and scope of education offered by the military education system.

Other Relevant Post-Secondary Educational Experience Detailed (1978-1981)

From 1978 to 1981 I served as an instructor of basic electronics theory and circuits including AM/FM radio circuits and theory as well as basic transistor theory. I taught classroom and laboratory five days a week for six and one-half hours. My student load would vary from 20 to 60. In addition to instruction, I was also responsible for advising and helping academically deficient students meet course requirements. I was assigned as a Senior Academic Review Board member. I chaired review boards charged with diagnosing and prescribing academic remediation for students nearing failure and attrition. I was commended for my high success rate in reducing attrition. My review boards were the most successful at the school. A constant student load of approximately 1700 students in six phases of instruction was carried year-round.

A collateral duty I preformed as additional responsibility was as a Remedial Military Instruction Supervisor. In this position I was responsible for counseling and training young adult sailors ages 17 to 25 that were having emotional, behavioral, or disciplinary difficulty. This assignment is only given to top instructors because this is the final intervention for these service members prior to administrative or legal action that results in separation from the Navy. I was commended for my successful results in returning these young people back to the normal training pipeline.

Employment prior to 1990 summarized

1970-1990 United States Navy

1985-1990 Instructor, Advanced Electronics

- Assistant Course Supervisor, Advanced First Term Avionics School
 - Supervised 19-week course, 74 staff and instructors, 450 students
 - Division Instructor Evaluator, responsible for instructional quality and the evaluation of 46 instructors
- Senior Academic Review Board Chairman, chaired academic counseling and retention committees for remedial students and reduced academic attrition
- Senior Enlisted Counselor, provided career and personal counseling to junior personnel

1981-1985 Weapons Systems Technician, P3-C

- Material Chief, Aircraft Parts Expediter, responsible for all squadron materials and assisted in oversight of operations budget
- Avionics Branch and Division Chief, responsible for supervision, training, and administration of 65 man, 3 shop division

1978-1981 Instructor, Basic Electronics

- Instruction, counseling, and advisement of students
- Remedial Military Instruction Supervisor
 - Counseling of deficient students
 - Reduction of academic and disciplinary attrition

1970-1978 Weapons Systems Technician, P3-C

- Technician and Ordnance Load Team, general rating duties

4.2. Master of Science in Biostatistics, School of Public Health

Proposal for an MS in Biostatistics Program

RE: New Academic Program

Program Name and Degree Designation: MS in Biostatistics

CIP Code:

Proposed Implementation Date: Fall 2018

Academic Program Liaison name: Division of Epidemiology, Biostatistics, and Environmental Health, School of Public Health, University of Memphis

Contact Information: Hongmei Zhang, email: hzhang6@memphis.edu, Tel: 901-678-4707

Purpose and Nature of the Program: The goal of the proposed MS in Biostatistics program is two-fold: 1) train students for positions in government and private health agencies, industry, and research institutes, and 2) prepare students who plan to enter a doctoral program in biostatistics or bioinformatics. The nature of the program includes core courses in theoretical framework of biostatistical methods, core courses in applied biostatistics, core courses in epidemiology and public health, and elective courses aligned with students' interest. Students will have a choice between 1) a Master's research thesis with an oral comprehensive exam and 2) an elective course with a written comprehensive exam. All students are required to take a qualification exam at the end of year one.

Unlike to MPH with a concentration in biostatistics, which is a better fit to students with interest in broader public health related issues, MS in Biostatistics is more focused and provides in depth training on biostatistical analytical tools and their related theoretical background. In particular, graduates of the MS Biostatistics program will be prepared to:

- Gain in depth knowledge in the theoretical background of standard statistical methods
- Pursue PhD studies in biostatistics or related fields
- Collaborate with public health researchers with the ability of doing independent data analyses on projects that require statistical expertise
- Apply up-to-date biostatistical methods to analyze public health data and interpret the findings for individuals, communities, or health care institutions (e.g., Hospitals) using statistical computing packages such as SAS, SPSS, and R

Alignment with State Master Plan and Institutional Mission: The Division of Epidemiology, Biostatistics, and Environmental Health has an MPH program with a concentration in biostatistics. In the past several years, we have noticed 1) the students' enrollment in this program is low, 2) students who graduated from the program are less competitive compared to students from an MS biostatistics program at other universities on job markets with focus on data analytics, and 3) students who graduated from this program lacked the competency in entering PhD program in biostatistics or bioinformatics. Our research on the enrollment of biostatistics programs at other universities suggests that the enrollment in MS programs of Biostatistics is much higher than that in MPH programs. For instance, at the University of California Los

Angeles, the number of currently enrolled Master students is 27, of which 22 (81.5%) are enrolled in MS in biostatistics and 5 in MPH (<https://www.biostat.ucla.edu/list-current-students>). Another example is the Biostatistics program at the University of North Carolina, Chapel Hill. The biostatistics program has 33 (82.5%) students enrolled in the MS in biostatistics program, and only 7 in MPH (<http://sph.unc.edu/bios/current-student-list/>). All these results support the need for offering an MS in biostatistics program.

This plan serves the institutional mission well. As a School of Public Health, we are fully dedicated to preparing students with solid quantitative skills (competencies) to apply to a wide variety of fields related to human health, and prepare them for future endeavors in their career and subsequent studies. The MS in biostatistics program brings a strong component of statistical theory and in depth innovative practical training opportunities, which will result in competitive graduate students who are more prepared for future career and research opportunities. Furthermore, the MS program (in addition to the existing MPH program with concentration in biostatistics) will have a strong potential to increase enrollment to the biostatistics program overall, based on data from other universities noted above. In addition, we expect the enrollment to courses outside the biostatistics scope will also be increased due to the close connection of biostatistics with public health related areas, including epidemiology, environmental health, social behavior and health policy and management.

Feasibility Study: There has been increasing market demand regionally and nationally for trained public health and health care professionals with strong skills in biostatistical methods and in depth understanding of underlying theory in established biostatistical methods. A number of students have indicated that they are longing for such a program to enhance their expertise in this area. However, to our knowledge, there is a lack of such focused programs in the Tennessee area and its surrounding regions to meet these demands. The Middle Tennessee State University has an MS in Professional Science with Biostatistics Concentration. However, its core courses are unrelated to do with public health: BCED 6820 (Managerial Communication), BCED 6910 (Internship Program), ACTG 6100 (Accounting and Legal Issues for Managers), and MGMT 6740 (Leadership and Motivation). In addition, the program is within the College of Basic and Applied Sciences and they do not have a School of Public Health. There is a similar situation at the Vanderbilt University, where the MS biostatistics program is in the School of Medicine. Furthermore, based on their curriculum, <http://www.vanderbilt.edu/biostatistics/graduate/current-program/ms-program/degree-requirements/>, their MS biostatistics program is more theoretical than applied.

To our knowledge, we will be the only University in Tennessee with an MS in biostatistics rooted in a School of Public Health and has a direct focus on public health theory and application. Our School has strong expertise in the aforementioned areas. In addition, we will work with statisticians in the Department of Mathematical Sciences, which has a Statistics Program. All statisticians and biostatisticians have a long track record in collaborating with health professionals. This provides our school and the University of Memphis with a unique opportunity to offer formalized training in order to meet the needs of health care analysts with

strong analytical skills, establish a solid foundation for new career options in these areas, and prepare graduate students to pursue subsequent PhD studies in biostatistics.

The courses are carefully selected to cover statistical theory, classical statistical analytical methods, and advanced and established methods in conjunction with statistical programming, aiming to provide a thorough training in biostatistics methods and their applications. Students completing this MS program will be competitive for a wide number of positions in public health and corporate fields, and be well prepared for subsequent PhD studies in biostatistics.

As noted earlier, in many universities, MS in biostatistics has greater demand compared to an MPH with a biostatistics concentration. In addition, we have not identified any universities in Tennessee offering a MS in Biostatistics nested within a School of Public Health. Based on this evidence, we expect this MS program will be attractive and have sustainable needs and demands.

Program Costs/Revenues: No new courses or additional faculty are required. We do not expect any costs, but potential revenues are clear.

Existing Programs Offered at Public and Private Tennessee Institutions: Middle Tennessee State University has an MS in Professional Science with Biostatistics Concentration. However, its core courses are related to public health: BCED 6820 (Managerial Communication), BCED 6910 (Internship Program), ACTG 6100 (Accounting and Legal Issues for Managers), and MGMT 6740 (Leadership and Motivation). In addition, the program is within College of Basic and Applied Sciences and they do not have a School of Public Health. A similar situation exists at the Vanderbilt University, where the MS biostatistics program is in the School of Medicine. Furthermore, based on their curriculum, <http://www.vanderbilt.edu/biostatistics/graduate/current-program/ms-program/degree-requirements/>, their MS biostatistics program is more theoretical than applied.

Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Division of Epidemiology, Biostatistics, and Environmental Health, School of Public Health, University of Memphis
MS in Biostatistics

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment		-	-	-	-	-	-
Library	-		-	-	-	-	-
Consultants		-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty (See #2. below)							
Salary	\$ 925,729	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	336,965	-	-	-	-	-	-
Sub-Total Faculty	\$ 1,262,694	\$ 1,287,948.00	\$ 1,313,707	\$ 1,339,981	\$ 1,366,781	\$ -	\$ -
Support Staff (See #2 below)							
Salary	\$ 126,377	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	46,001	-	-	-	-	-	-
Sub-Total Support Staff	\$ 172,378	\$ 175,826	\$ 179,343	\$ 182,930	\$ 186,589	\$ -	\$ -
Graduate Assistants							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating							
Travel		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-	-	-
Equipment		-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total Operating	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ 1,435,073	\$ 1,463,774	\$ 1,493,049	\$ 1,522,911	\$ 1,553,369	\$ -	\$ -
TOTAL EXPENDITURES (A + B)	\$ 1,435,073	\$ 1,463,774	\$ 1,493,049	\$ 1,522,911	\$ 1,553,369	\$ -	\$ -

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Number of Graduate Assistants		-		-		-		-		-		-

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	30,706	36,847	44,217	53,060	63,672	-	-
Institutional Reallocations ²	1,404,367	1,426,926	1,448,833	1,469,851	1,489,697	-	-
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 1,435,073	\$ 1,463,774	\$ 1,493,049	\$ 1,522,911	\$ 1,553,369	\$ -	\$ -

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

It is expected that tuition and fee revenue will be generated in the first year of operation. The following tuition rates were used in the computation of tuition revenues:

Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
In-state	\$9,497	\$11,396	\$13,676	\$16,411	\$19,693
Out-of-state	\$21,209	\$25,451	\$30,541	\$36,649	\$43,979

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

No new state funds are required for the start-up of the program. No new faculty members nor staff will be hired (the dollar amount included in the table above are for existing faculty and staff members). The program is built upon existing sources.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

Following is a listing of currently funded grants focusing on public health issues. These grants are used to support faculty salaries and graduate assistantships.

Bartelli	Not awarded Hungry Seniors Year 3	MIFA	20-Dec-16	\$49,919	1	Yes 1/26/2017	\$ 49,919
Bartelli	No hungry seniors year 2	Plough Foundation/MIFA	21-Jan-16	\$58,431	1	Yes 1/21/2016	\$ 58,431
Gurney	BERD- Year 2	UTHSC	01-Jun-16	\$71,500	1	Yes 8/5/2016	\$ 71,500
Jia	Indoor VOC Exposure and Home Energy Insecurity/Year 2	Harvard University	01-Nov-16	\$91,000	1	Yes 11/1/2016	\$ 91,000
Jia	Smoke-free living: evaluating compliance and refining enforcement of smoke-free	HUD/Columbia	05-Aug-16	\$30,000	3	Yes 2/1/2017	\$ 30,000
Jiang	Bayesian integrated analysis of multidimensional	UM Faculty Research Grant	15-Mar-16	\$6,000	1	Yes 4/1/2016	\$ 6,000
Karmaus	Effect of Prenatal Compounds on Adult Lung Function via	NIH/NHLBI	05-Jun-15	\$3,282,776	5	Yes 9/1/2016	\$3,282,776
Yang	Healthy ageing in European cities: understanding environmental, behavioral, psychosocial and	European Commission Horizon 20/20 Programme/Drexel University	17-Mar-16	\$20,000	1	Yes 4/19/2016	\$ 20,000
Zhang	Does epigenetic methylation explain the gender-switch in adolescent	NIH/NIAID	06-Jun-15	\$3,036,427	5	Yes 01/01/2016	\$3,036,427

Zhang	Epigenome-wide association study of childhood asthma	NIH/La Jolla	25-Feb-16	\$51,572	3	Yes 12/28/2016	\$ 51,572
							\$ 6,697,625

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).
None.

(5) Please provide information regarding other sources of the funding.
Other

a. Travel: These expenses are anticipated to be used for travel-related expenses to professional conferences to meet with accreditation representatives to support the development of the School of Public Health and to meet with grant agencies to support obtaining external funding for the school.

b. Equipment: Equipment purchases will be needed to support presentations of student and faculty research.

Proposal for an MS in Biostatistics Program

New Academic Program Proposal

Curriculum: The total number of credit hours is 36, including two (2) core courses (6 credit hours), seven (7) biostatistics/statistics core courses (21 credit hours), two (2) elective courses (6 credit hours), and a thesis (3 credit hours). Instead of doing a thesis and thesis defense (oral comprehensive exam), students have the option to take a written comprehensive exam plus one elective course (3 credit hours). Students are required to take a qualification exam at the end of year one. Details of the courses are listed below.

General core courses (6)

- 1) Epidemiology in Public Health I (PUBH 7170) (3)
- 2) Foundations of Public Health (PUBH 7180) (3)

Biostatistics/Statistics core courses (21)

- 3) Biostatistics Methods I (PUBH 7150) (3)
- 4) Biostatistics Methods II (PUBH 7152) (3)
- 5) Applied Categorical Data Analysis (PUBH 7311) (3)
- 6) Applied Survival Analysis in Public Health (PUBH 7309) (3)
- 7) Mixed Model Regression Analysis (PUBH 7310) (3)
- 8) *Introduction to Statistical Theory (MATH 6636) (3)
- 9) Inference Theory (MATH 7654) (3)

Elective courses (6)

- 1) Advanced SAS/R Programming – PUBH 7190 (3)
- 2) Bayesian Inference – MATH 7680 (3)
- 3) Applied Multivariate Statistics – PUBH 7308 (3)
- 4) Large Data Sets – PUBH 7104 (3)
- 5) Biostatistics in Bioinformatics – PUBH 7153 (3)
- 6) Epidemiology in Public Health II (PUBH 7172) (3)
- 7) Epidemiologic Survey Methods (PUBH 7141) (3)
- 8) Spatial Analysis and Simulation for Urban Health (PUBH 7300) (3)
- 9) Randomized Clinical Trials (PUBH 7450) (3)
- 10) Managerial Epidemiology (HADM 7206) (3)
- 11) Health Administration Information Systems (HADM 7109) (3)

*Students to take MATH 6636 are required to meet its pre-requisite, Introduction to Probability Theory (MATH 6635). Given the importance of this pre-requisite course, each student's academic advisor will ensure that his/her advisees meet the requirement before taking MATH 6636.

All the above courses are existing courses and no new courses are needed. Some of the courses are available online, including PUBH 7150, PUBH 7170, and PUBH 7180. Syllabus of each course is attached with the packet.

The structured curriculum meets the competencies defined by CEPH for Academic Public Health Master's Degrees. In the following, the CEPH competencies are listed and the corresponding courses are included in parentheses:

1. Explain public health history, philosophy and values (PUBH 7180)
2. Identify the core functions of public health and the 10 Essential Services (PUBH 7180)
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health (PUBH 7152)
4. Introduce established biostatistical methods used to analyze public health data using (PUBH 7150, PUBH 7152, PUBH 7311)
5. Biostatistical methods to analyze clinical data (PUBH 7309, PUBH 7311)
6. Introduce advanced methods to analyze public health and clinical data (PUBH 7309, PUBH 7310)
7. Introduce statistical and inference theory to establish a strong background for understanding the rationale behind each biostatistical method (MATH 6636, MATH 7654)
8. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program (PUBH 7170)
9. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. (PUBH 7180)
10. Explain the critical importance of evidence in advancing public health knowledge (PUBH 7170, PUBH 7180)
11. Explain effects of environmental factors on a population's health (PUBH 7170, PUBH 7152)
12. Explain biological and genetic factors that affect a population's health (PUBH 7170, PUBH 7153)
13. Explain behavioral and psychological factors that affect a population's health (PUBH 7180, PUBH 7310)
14. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities (PUBH 7180)
15. Explain how globalization affects global burdens of disease (PUBH 7180)
16. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health) (PUBH 7180)

Academic Standards: *The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.*

School Admission Requirements: A bachelor degree is required for admission. It is required that an applicant have a necessary mathematical and probability background (e.g., calculus and linear algebra, and basic probability theory). Applicants for this MS program must show a potential for further study by having maintained a GPA of at least a 3.0 average in their bachelor's-level coursework. An acceptable score on the Graduate Record Examination (GRE) general test (verbal and quantitative) is required from within the past five years. Verbal and quantitative GRE scores at 50% or above are preferred in each area. Applicants already holding a master degree or

its professional equivalent may be exempted from the GRE requirement. Other professional school standardized test scores (MCAT, DAT, GMAT, or LSAT) may be substituted for the GRE by applicants who are working toward or who have already earned post-baccalaureate degrees for example, in medicine, dentistry, management, or law. Test scores must be sent directly to Graduate Admissions by the testing agency. The University of Memphis institution code number for reporting ETS scores is R-1459.

All applicants who will be attending the University on a visa and who are not native speakers of English and are not graduates of the University of Memphis must supply a minimum score of 79 on the internet-based Test of English as a Foreign Language (TOEFL/iBT), 220 on the computer-based test, and 550 on the paper-based test (TOEFL/PBT). International English Language Testing System (IELTS) will also be acceptable in lieu of the TOEFL with a minimum acceptable score of 6.0.

Letters of recommendation from three individuals (at least one letter from a former professor or instructor) familiar with the applicant's academic background or experience in public health related issues, specifying in detail the applicant's capabilities for graduate study and for future performance as a public health professional, are required. Applicants must also submit a personal statement of approximately 750 to 1000 words indicating his/her present interests and career goals, including how the MS in biostatistics will prepare the candidate to achieve these goals.

Materials submitted will be reviewed by the faculty admissions committee. Admissions decisions are made on the overall quality of the applicant's scholarship and academic ability (based on GPAs, GRE scores, undergraduate coursework completed, and recommendations) as well as the applicant's "fit" for the program in terms of research interests and career goals.

Retention Requirements: Students must earn a grade of B (3.0) or higher in all required courses. The MS program will adhere to Graduate School policy regarding course grades and repetition of courses. All courses applied toward MS degree program requirements must have the advisor's written approval.

Graduation Requirements: To qualify for graduation, students need to meet the following requirements: Complete a minimum of 36 semester hours of graduate course work beyond the bachelor's degree including a 3 hour thesis credits (students have an option to replace these 3 credits by an elective course and written comprehensive exam).

Diversity: *Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.*

Based on the composition of student body in the past years at the University of Memphis, School of Public Health (SPH), we are confident that the MS biostatistics program will serve a diverse population of students, as well as underserved, and historically underrepresented population of students or international students. The SPH has a large body of adult learners and part-time students, minority students, and international students. One of the strengths of the SPH is the diversity of its student body, with 46% of the student population representing U.S. minority

communities and international students. Among all the students, about 15-20% students are adult part-time students.

Program Enrollment and Graduates: Please see the table below for projected enrollment and graduations. We expect relatively low enrollment in the first two years. The numbers of enrollment will gradually grow with an average enrollment of five from years 3 to 5 since the first launch of the program. Based on our existing programs (MPH and MHA), we anticipate approximately 20% will be part-time students, and majority of the students (about 80%) will be in-state students.

Year	2018/19	2019/20	2020/21	2021/22	2022/23
Projected Number of Declared New Majors	2	3	4	4	4
Projected Accumulated Number of Declared Majors	2	5	9	13	17
Projected Number of Graduates Expected*	--	2	2	3	3

*The number of graduates is projected based on the consideration of part time students, who may take longer to graduate. We are estimating a bolus of applicants in the first year from among those who have expressed interest in the program. By year 3, we anticipate having a steady stream of enrollment of three full-time and one part-time admittances.

Administrative Structure: *Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.*

Dr. James Gurney, the Interim Dean of the School of Public Health will supervise this MS program. The primary role of Dr. Gurney is to support the administrative, research, and training programs in the SPH.

Director of the Division of Epidemiology, Biostatistics, and Environmental Health and Coordinator of the Biostatistics Program: The Division Director and Biostatistics Program Coordinator, Dr. Hongmei Zhang, works collaboratively with the Interim Dean (Gurney), other academic units, and community partners to launch and administer the master program in biostatistics and ensure its conformity with the accreditation guidelines of the Council on Education for Public Health (CEPH). The Program Coordinator also is responsible for master student recruitment, matriculation, and degree completion. It is anticipated that Dr. Zhang will teach two courses per year.

Faculty Resources: *Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.*

- *Current Faculty – List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will*

participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three page vita for each faculty member listed including relevant related activities for the past five years.

- *Anticipated Faculty - Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.*

The MS in biostatistics program is a multidisciplinary program involving faculty and faculty affiliates holding academic degrees in several disciplines including biostatistics, statistics, epidemiology, and environmental health. SPH along with the Statistics Program at the Department of Mathematical Sciences have all the needed faculty resources. We do not plan to recruit new faculty members. Information about core and affiliate faculty members is provided below.

Core Biostatistics (tenured or tenure-tracked) Faculty Members: All the biostatistics core faculty members are in the Division of Epidemiology, Biostatistics, and Environmental Health at the School of Public Health.

Hongmei Zhang, PhD.: Dr. Zhang is an Associate Professor in Biostatistics and is the Division Director. She is also the Program Coordinator of Biostatistics. Dr. Zhang is a full graduate faculty member and is qualified to advise graduate students. She is the recipient of several NIH research grants for her collaborative work in cancer and allergic disease studies, and for her statistical methodology development in variable selection, joint clustering, and Bayesian network.

Yu Jiang, PhD.: Dr. Jiang is an Assistant Professor in Biostatistics and joined SPH in the year of August 2015. She will be teaching the core biostatistics courses. Dr. Jiang is a graduate faculty at the Associate level and is qualified to advise graduate students. Her general research interests include Bayesian data analysis, clinical trial studies, cancer epidemiology and cancer genomics. As a biostatistician, she has broad interests in collaborating with researchers in biological science, medicine, public health

Meredith Ray, PhD.: Dr. Ray is an Assistant Professor in Biostatistics and joined SPH in the year of January 2015. She will be teaching the core biostatistics courses. Dr. Ray is a full graduate faculty member and is qualified to advise graduate students. Her general research interests are in Bayesian methods, fMRI brain imaging analysis, bioinformatics (epigenetics) and semi-parametric modeling. Her primary research focuses on methods for identifying significant regions of brain activation using fMRI meta-data and methods for identifying associations of DNA methylation with outcomes of interest.

George Relyea, MS: Professor Relyea is an Associate Research Professor. He has taught statistics/biostatistics courses at the University for more than 20 years and has rich experience in teaching. Professor Relyea will be teaching biostatistics core courses. He is a full graduate faculty and is qualified to advise MS biostatistics students. Professor Relyea collaborates extensively with faculty and students across the university on diverse research projects. He has developed many applied statistics courses and teaches advanced statistical modeling.

Matthew Smeltzer, Ph.D.: Dr. Smeltzer is an Assistant Professor in Biostatistics and joined SPH in the year of January 2015. He will be teaching the core biostatistics courses. Dr. Smeltzer spent 11 years in the Department of Biostatistics at St. Jude Children's Research Hospital, and thus is with strong expertise in teaching the core courses. Dr. Smeltzer's research focus is in epidemiology and will not be required to advise MS biostatistics students. Dr. Smeltzer has research experience in childhood cancer, breast cancer, immunology, anesthesiology, and biomedical engineering. He is active in the American College of Epidemiology and is an Accredited Professional Statistician by the American Statistical Association.

Statistics (tenured or tenure-tracked) Faculty Members: All the statistics core faculty members are in the Department of Mathematical Sciences in the College of Arts and Sciences. This Department has offered statistical inferences for a number of years, which will benefit substantially the MS biostatistics program.

E. Olusegun George, Ph.D.: Dr. George is a Professor in statistics and Graduate Coordinator of Statistics and has been teaching statistics at the University for more than 30 years. He will be teaching core and elective statistics courses.

Dale Bowman, Ph.D.: Dr. Bowman is an Assistant Professor in statistics. She will be teaching the core and elective statistics courses.

Su Chen, Ph.D.: Dr. Chen is an Assistant Professor in statistics. She will be teaching the core statistics courses.

Lih-Yuan Deng, Ph.D.: Dr. Deng is a Professor in statistics. He will be teaching the core statistics courses.

Core Epidemiology (tenured or tenure-tracked) Faculty Members: All the epidemiology core faculty members are in the Division of Epidemiology, Biostatistics, and Environmental Health at the School of Public Health.

Xinhua Yu, M.D., Ph.D.: Dr. Yu is an Associate Professor in Epidemiology and the Program Coordinator of Epidemiology. He will teach core and elective epidemiology courses. Dr. Yu's research focus is in epidemiology and will not advise MS biostatistics students. However, he is a full graduate faculty and is qualified to be on a thesis committee.

James Gurney, Ph.D.: Dr. Gurney is a Professor in Epidemiology. He is the interim Dean of the School of Public Health. Dr. Gurney will teach elective epidemiology courses. Dr. Gurney's research focus is in epidemiology and will not advise MS biostatistics students. However, he is a full graduate faculty and is qualified to be on a thesis committee.

Wilfried Karmaus, M.D., MPH: Dr. Karmaus is a Professor in Epidemiology. He will be teaching elective epidemiology courses. Dr. Karmaus' research focus is in epidemiology and will not advise MS biostatistics students. However, he is a full graduate faculty and is qualified to be on a thesis committee.

Fawaz Mzayek, M.D., Ph.D.: Dr. Mzayek is an Associate Professor in Epidemiology. He will be teaching elective epidemiology courses. Dr. Mzayek's research focus is in epidemiology and will not advise MS biostatistics students. However, he is a full graduate faculty and is qualified to be on a thesis committee.

Vikki Nolan, Ph.D.: Dr. Nolan is an Associate Professor in Epidemiology. She will be teaching core and elective epidemiology courses. Dr. Nolan's research focus is in epidemiology and will not advise MS biostatistics students. However, she is an associate graduate faculty and is qualified to be on a thesis committee.

Environmental Health (tenured or tenure-tracked) Faculty Members: All the environmental health faculty members are in the Division of Epidemiology, Biostatistics, and Environmental Health at the School of Public Health.

Chunrong Jia, Ph.D.: Dr. Jia is an Associate Professor and Program Coordinator in Environmental Health. He will be teaching elective environmental health courses. Dr. Jia's research focus is in environmental health and will not advise MS biostatistics students. However, he is a full graduate faculty and is qualified to be on a thesis committee.

Pratik Banerjee, Ph.D.: Dr. Banerjee is an Assistant Professor in Environmental Health. He will be teaching elective environmental health courses. Dr. Banerjee's research interest is in environmental health and will not advise MS biostatistics students. However, he is an associate graduate faculty and is qualified to be on a thesis committee.

Yong Yang, Ph.D.: Dr. Yang is an Assistant Professor in Environmental Health. He will be teaching elective environmental health courses. Dr. Yang's research interest is in environmental health and will not advise MS biostatistics students. However, he is an associate graduate faculty and is qualified to be on a thesis committee.

Social and Behavioral Sciences (SBS) (tenured or tenure-tracked) Faculty Members: All the social and behavioral sciences faculty members are in the Division of Social and Behavioral Sciences at the School of Public Health

Kenneth Ward, Ph.D.: Dr. Ward is a Professor and Division Director. He will be teaching elective SBS courses. Dr. Ward's research interest is in social and behavioral sciences and will not advise MS biostatistics students. However, he is a full graduate faculty and is qualified to be on a thesis committee.

Marian Levy, Dr.P.H.: Dr. Levy is a Professor. She will be teaching the core course Foundations in Public Health. Dr. Levy's research interest is in social and behavioral sciences and will not advise MS biostatistics students. However, she is a full graduate faculty and is qualified to be on a thesis committee.

Library and Information Technology Resources: *Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program which meets recognized standards for study at a particular level or in a particular field.*

The University libraries are significant resources for both The University of Memphis and the Mid-South region. While the primary mission of the University libraries is to serve the University community, library services are extended to students and faculty in other

colleges and universities in the Memphis area, local and regional corporations, governmental agencies, and adult citizens of the community. The Ned R. McWherter Library was designed to provide state-of-the-art access to information technology and to be fully accessible to the disabled. It has 725 network connections throughout the building, including those in study carrels, group study rooms, and the 24-hour TigerLan Lab. The University of Memphis library system partners with other libraries across the state, affording researchers the opportunity to access electronic journals. The library has added \$15,000 from their budget to support national and international journals, books, and databases focusing on public health.

For the commonly used statistical computing software such as SAS and SPSS, the University offered students for free online access. These software can be used at any time and on any computer. This is a tremendous help to students financially, in addition to easy access.

Support Resources: *Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.*

The School of Public Health currently has four full-time support staff members that include a Business Officer III (Lisa Krull), Academic Services Coordinator (Shirl Sharpe), and two Administrative Associates (level II) (Kena Johnson-Beamon and Erica Boyce). They service all divisions and programs of the School of Public Health, including the Division of Epidemiology, Biostatistics, and Environmental Health. The Academic Services Coordinator services master and PhD programs in the SPH. Both Administrative Associates are dedicated to the administrative functions of the SPH, serve all the faculty at the SPH, and the training programs, including the MS in biostatistics.

Facilities and equipment: *Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.*

The MS program will utilize the existing facilities currently applied to the existing MPH programs, including classrooms and graduate assistants' offices. We do not anticipate any additional facilities and equipment are needed.

Marketing and recruitment plan: *A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education (Post Geier). Note: Programs may not be advertised nor students admitted prior to Commission approval.*

The SPH routinely recruit graduate students nationally, regionally, and locally at professional/academic conferences and university recruitment fairs. We also attend recruitment

events at health care and public health agencies. The Academic Services Coordinator (Shirl Sharpe) leads the recruitment of graduate students. We also visit local and regional colleges/universities to recruit students. Table 1 is our recruitment event schedule for the 2016/2017 academic year. Additionally, faculty members send out program announcements to their professional listservs to recruit graduate students.

Assessment/Evaluation: *Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:*

- *the schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),*
- *those responsible for conducting program assessments or evaluations, and accreditation, and*
- *a plan for how results will inform the program post-approval.*

Assessment plans for the School of Public Health mirror the standards of the Tennessee Higher Education Commission and accreditation criteria for the Council on Education for Public Health. The Tennessee Higher Education Commission assesses productivity primarily through graduation rates.

Outcomes related to accreditation criteria of the Council on Education for Public Health will be measured as follows:

- a) A database will be maintained documenting demographics and status of applicants, acceptances, and enrollment rates based on criteria such as standardized test scores, GPA, and gender, and number of underrepresented students.
- b) A portfolio will be maintained on each student, compiling their academic, research, and other scholarly achievements during their doctoral study.
- c) Prior to their graduation, students will be asked to complete a survey related to their experience with the program, perceptions of their training, preparedness for public health careers, and general satisfaction with the program.
- d) A database will be maintained to track graduation statistics, including the number of students graduating and their gender, ethnicity, time enrolled in program, and credit hour production.
- e) Employers will be surveyed periodically to obtain their perceptions of students' training and level of preparedness.
- f) After one year, graduates will be contacted by telephone to determine their employment status, professional responsibilities, and overall impression of the level of preparedness for their career in public health.
- g) Alumni will be requested to maintain contact with the program on a yearly basis via a publication that highlights their current employment and achievements (publications, scholarly achievements, presentations, research). A database of these accomplishments will be maintained.

- h) A faculty database will detail faculty supporting the degree including status (i.e., core, adjunct, part-time, or secondary), academic rank, tenure status, FTE, demographics, discipline, research expertise, and teaching area.
- i) Core faculty will document their research activity, presentations and publications, teaching and mentoring experience, and community service as part of the routine annual evaluation and tenure/promotion processes.
- j) Core faculty research activity will be tracked in terms of submissions, funded projects, funding sources, amount of award, student participation on grants, and whether a project is community-based.
- k) A database of staff supporting the program will include social and demographic information, FTE (full or part-time), and duties.

Accreditation: National accreditation body for this degree is "Council on Education for Public Health (CEPH)." The School of Public Health received CEPH accreditation in June 2015. The program will be reviewed again every five years. The next review will be in July, 2020.

Funding: *A budget projection using the THEC Financial Projection form that documents the institution's capacity to deliver the proposed program within existing and projected resources must be submitted including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degrees), 5 years (undergraduate and master's degrees) or 7 years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs. Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.*

All the courses in the curriculum are existing courses and no new courses are needed for the proposed MS Biostatistics program. In addition, for Master students, we will not offer graduate assistantships. Thus we do not anticipate any additional costs. On the other hand, faculty members in SPH with research fund will have a potential to support graduate students.

Table 1. SPH Recruitment Places Fall 2016 & Spring 2017								
Date	Place	Time	Who Attended	Cost to Attend	Travel Cost	Contact Person	Email	Phone Number
9/13-9/15/2016	TPHA		Shirl Sharpe/Marian Levy			Marian		
9/21/2016	Sewanee	11:30 - 1:30 PM	Shirl Sharpe			Lisa Howick	lhowick@sewanee.edu	931-598-3208
9/21/2016	Rhodes	3:00 - 6:00 PM	Shirl Sharpe and Mark Hendricks	\$90	\$10		careers@rhodes.edu	901-843-3800
9/22/2016	CBU	Noon - 2:00 PM	Shirl Sharpe and Mark Hendricks	\$90	\$10	Curt Rogers	career@cbu.edu	901-321-3330
9/22/2016	Graduate School Recruitment Fair	3 - 6:30 PM	Shirl Sharpe	\$0		Graduate School	marykyle@memphis.edu	901-678-4512
9/29/2016	Pre-Health Sciences	10 AM - 2 PM	Shirl Sharpe	\$0		Jessica Clifford-Kelso	jgclffrd@memphis.edu	678-5454
10/17/2016	UTK	8 AM - 3:30 PM	Shirl Sharpe					
10/20/2016	MsState University	Noon - 3 PM	Shirl Sharpe	\$200	\$250	Cassandra Latimer	clatimer@career.msstate.edu	662-325-3344
10/27/2016	MTSU	1 PM - 4 PM	Shirl Sharpe	\$200	\$333.7	Pat Stamps	pat.stamps@mtsu.edu	615-898-2862
10/20/2016	LeMoyne-Owen College	10:30 AM - 2:30 PM	Shirl Sharpe	\$75		Wanda Blair-Jones	wanda_blair-jones@loc.edu	901-435-1729
4/06-4/07/2017	NCUR Recruitment	10:00 AM - 3:00 PM	Shirl Sharpe and Marian Levy	\$0		Mary Kyles	marykyle@memphis.edu	
4/18/2017	Vanderbilt	1 PM - 6 PM	Marian Levy			Lauren Rains	lauren.rains@vanderbilt.edu	615-322-2446
	Austin Peay		Shirl Sharpe			This is for Austin Peay and Vanderbilt		

4.3. Bachelor of Professional Studies in Commercial Aviation, University College



Office of the Dean
University College

218 Brister Hall
Memphis, Tennessee 38152-3440

Office: 901.678.2716
Fax: 901.678.4913

www.memphis.edu/univcoll/

MEMORANDUM

TO: Dr. M. David Rudd
President, University of Memphis

FROM: Dr. Dan Lattimore
Dean, University College

DATE: May 15, 2017

SUBJECT: BPS in Commercial Aviation

President Rudd, attached is the University College proposal for the Bachelor of Professional Studies in Commercial Aviation. The program and degree were approved Spring 2015 by the Undergraduate Curriculum Committee. The proposal conforms to the THEC format for their required Letter of Notification.

University College plans to partner with Crew Training International (CTI) in Millington, TN to provide this program to students. University College will provide the initial administrative support and work closely with the personnel at CTI in order to service the students. Flight training will be completed by flight instructors from CTI and additional required coursework will be taught by current University of Memphis faculty. Two new courses (AVIA 1500 and AVIA 1600) have already been approved at the Undergraduate Curriculum Council with more to follow once we receive approval from the Board of Trustees and THEC. As the program grows, we plan on adding an Instructor/Coordinator in the second year.

We believe this degree will provide a service to the region and its employers, as well as to our potential students. Furthermore, we feel it will provide a good addition to what is currently being offered at our Millington campus.

Thank you for consideration of this proposal, and we look forward to hearing from the Board of Trustees regarding this proposal.



Letter of Notification (LON)

Program name, degree designation and CIP code:

BPS in Commercial Aviation, CIP code:

Proposed implementation date:

Fall 2017

Academic Program Liaison (APL) name and contact information – The APL will serve as the information resource on academic approval actions and notification for the institution.

*Dr. Joanne Gikas, Assistant Dean, Undergraduate Programs, University College,
jgikas@memphis.edu; 901-678-2683*

*Dr. Dan Lattimore, Dean, University College
dlattimr@memphis.edu; 901-678-2991*

Purpose and Nature of Program

The University College at the University of Memphis proposes to offer a Bachelor of Professional Studies (BPS) in commercial aviation. This program is designed for students who wish to receive their undergraduate degree while also obtaining their commercial flight training. The program combines courses required by the Federal Aviation Administration for flight training as well as general education requirements and the University College thematic studies and senior project.

Alignment with state master plan and institutional mission – Explain how the proposed academic program is consistent with the state's economic development, workforce development and research needs (as applicable) as well as the mission and strategic direction statement of the institution.

Feasibility Study – Provide supporting documentation addressing:

- Student interest for the proposed academic program.
- Local and regional need/demand for the proposed academic program.
- Employer need/demand as demonstrated in a market analysis or similar evidence of the employer need and an assessment of the employment opportunities of the program (i.e., number of anticipated job openings) in appropriate service area(s) demonstrated through an employer needs assessment, current labor market analysis, future workforce projections during the first three years (associate and certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).
- Future sustainable need/demand as evidenced in letters from employers of increased need, preference for proposed degree, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond the three years of the program, if approved.

The mission of the University of Memphis clearly states an interest in interdisciplinary education and collaboration. Additionally, we seek to advance the community in which we live and work through innovative educational programs. The BPS in Commercial Aviation is uniquely positioned to enhance that opportunity and addresses the requests we have received for this program, specifically as it addresses the local pilot shortage and the needs of the community. (Please see Appendix A.1 - A.4: Letters of Support). Educational Advisory Board (EAB), a nonprofit higher education research company, assisted in determining the need for a commercial aviation program in west Tennessee. Top employers of aviation professionals in the immediate Memphis area, including FedEx, hire high volumes of aviation professionals across the region. United Technologies Corporation comprised roughly one-third of the local job postings and one-fifth of all regional job postings. Partnerships with top employers could create possible internship or job opportunities for students and inform future decisions about our program curriculum.

There continues to be a great need for pilots as aviation continues to grow, yet according to Goglia (2014) the number of trainees is significantly decreasing and more enrollees and availability of programs would add value to the workforce. Memphis is a major metropolitan area in Tennessee and services a tri state region. Memphis is the corporate headquarters for FedEx with their primary hub here. Other air carriers also have a significant presence at the Memphis International Airport and would benefit from locally trained pilots. There is no single solution to the predicted pilot shortage and the FAA and the industry acknowledges the problem (Blair & Freye, n.d.). The THEC Academic Program Supply and Occupational Demand Projections for 2012 – 2025 identifies a growth in aviation/aeronautics graduates. Memphis is a recognized international transportation hub indicating the long term need for a training program of this nature.

There are no other public institutions in our region with this degree. The closest public aviation schools are 140 miles away – Delta State University in Cleveland, MS and 250 miles away – Middle Tennessee State University in Murfreesboro, TN. The impact in this area will be high for students interested in receiving aviation training but unable to leave the area. The program provides a unique opportunity for veterans through their Post 9/11 benefit packages. Additionally, this program will impact traditional age students. Woodale High School, a Shelby County school in Memphis, TN has an aviation program. By offering a local university program for these graduating seniors, students would not have to relocate to another area.

Furthermore, by earning a bachelor's degree in aviation, pilots reduce the required number of flight hours needed to become commercial pilots by 500 hours. Additionally, a commercial pilot's license is currently required to fly drones, which opens the door further for our students in this emerging industry. We trust this program of study will

result in higher completion rates than typical undergraduate degrees, as these students, both traditional and non-traditional, will be highly dedicated to their craft.

Program Costs/Revenues – Provide supporting documentation that program costs will be met from internal reallocation, tuition and fees or from other sources such as grants and gifts. Existing programs offered at public and private Tennessee institutions – List all programs within the same CIP code definition at the same level (bachelor's, Master's, doctoral) currently offer in public and private higher education in Tennessee.

Tuition and fees will cover the program costs from the beginning for this program. The University uses a Strategic Resource Initiative (SRI) model to cover a unit's expenses with its revenue. Please see attached THEC Financial Projections, Appendix B.

The only program within this CIP code in the state at the bachelor's level is Middle Tennessee State University.

References

- Blair, J. & Freye, J. (n.d.) Flight training capacity in the context of recent legislation: An exception of the impacts of reduced training capacity, and the declining rates of airmen certification. Retrieved September 10, 2015 from <http://www.nafinet.org/whitepaper.aspx>
- Goglia, J. (2014). Outlook for aviation career brightens with looming pilot and mechanic shortages. Retrieved September 10, 2015 from <http://www.forbes.com/sites/johngoglia/2014/01/04/2014-outlook-for-aviation-careers-brightens-with-looming-pilot-and-mechanic-shortages/>



DEPARTMENT OF THE AIR FORCE
AIR UNIVERSITY (AETC)



02 May 2017

MEMORANDUM FOR University College
University of Memphis
Memphis, TN 38152

FROM: Air Force Reserve Officer Training Corps (AFROTC) / Detachment 785
University of Memphis
Memphis, TN 38152

SUBJECT: Letter of Recommendation

1. As the AFROTC Detachment Commander and the Professor of Aerospace Studies at the University of Memphis, I give my full endorsement and support toward the university's endeavor to initiate an Aviation Concentration into the degree options for University of Memphis students. This program option would greatly benefit my existing student-cadets, as well as local high school students as they decide which university provides the best pathway toward aviation.
2. Over the past 2 years we have seen a steady increase of Air Force pilot openings for our cadets. However, in order to be nationally competitive, accumulation of flying hours is sometimes a delineating factor for selection into these positions. Allowing cadets interested in aviation to receive some basics in ground school, flight safety and experience in the cockpit, would be extremely valuable and make them more competitive nationally for these positions.
3. Additionally, an Aviation Concentration would provide a viable option for future students in the local area who want to fly and would like to stay in the Memphis area. One of my roles as the Detachment Commander is as a recruiter. My team and I visit most of the local high schools in the surrounding Memphis area. Each year we interview 40-80 well-qualified, high school students who express the need to leave the Memphis area in order to pursue an aviation degree. These kids know they want to fly and pursue a career in aviation. They also want to be competitive for the limited pilot positions offered by the Air Force. However, they do not see any opportunities in Memphis to assist them in both endeavors. The addition of an Aviation Concentration would be a step in the right direction to keep these students local.
4. Please feel free to contact me if you have any questions or need any further information. I can be reached at 901-678-2681.

A handwritten signature in black ink, appearing to read "K. Bellue", written over a horizontal line.

KYLE G. BELLUE, Lt Col, USAF
Commander

April 30, 2017

To whom it may concern:

I am writing this letter in support of the development of an aviation degree program and associated educational opportunities to be offered by the University of Memphis. As a commissioner for the Memphis-Shelby County Airport Authority (MSCAA) and the owner of a Memphis-based aviation company, I have a vested interest in the pipeline of talent feeding our local aviation industry and the opportunities available for our local residents to achieve an education in aviation-related disciplines. I sincerely believe that offering this program would be of benefit to our community, our international airport, and our current local aviation-based businesses. Furthermore, a strong program producing top notch graduates could draw additional related businesses to the Memphis Metro area, providing more jobs and more tax revenues.

It is widely accepted that commercial airline utilization and airline transport needs are growing at a pace that will soon result in a shortage of pilots, maintenance technicians, and crew members. Meeting the demand will require proactive measures and innovative educational programs. I feel that it is mutually advantageous for Memphis to be able to recruit, educate, and train locally sourced pilots and technicians. Likewise, offering local aviation degree programs and additional lucrative aviation jobs would be a huge benefit to our diverse population. Currently, there is only one Tennessee University where interested students can achieve an aviation degree with in-state tuition rates and state funded support. Many local prospects are forced financially to pursue other career paths.

From an employer's perspective, there is a national trend toward universities and community colleges developing educational training tailored to the needs of large local employers, like the programs developed for Arkansas State University. I believe the University of Memphis has a unique opportunity to ultimately collaborate with FedEx and others to produce specifically-trained professionals to support their efforts. Likewise, I suspect that local companies like FedEx that offer tuition assistance would appreciate the option of having their funds disbursed locally. For the reasons offered above, I truly believe that an aviation degree program offered by the University of Memphis would provide benefit to both the university and the community.

Sincerely,



Keri Wright
CEO – Universal Assets Management, Inc.
Commissioner – Memphis-Shelby County Airport Authority



Organization of Black Aerospace Professionals

Email: nationaloffice@obap.org
www.obap.org

1 Westbrook Corporate Center
 Suite 300
 Westchester, Illinois 60154

1-800-JET-OBAP

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 FedEx Express

Captain Houston Mills
 Director of Airline Safety - UPS

Mamie W. Mallory
 Assistant Administrator for Civil Rights
 FAA

Captain James Gordon
 UPS

Captain Jim Gorman
 Airline Training Consultant

Dr. Aprille Ericsson

May 15, 2017

To whom it may concern:

I am writing to express my support and endorsement for the development of an aviation degree program at the University of Memphis. Being the chair of organization of black aerospace youth programs and former director of Flight operation for FedEx Express, I have a genuine interest in local aviation industry and the source of talent that will sustain and grow that industry in the near future. Being fortunate enough to be an alumni of U Of M , Memphis has a great need for some of the best and brightest pilots and aviation professionals in the country. Likewise, the Memphis International Airport will need talented pilots and professionals to achieve its goal of being a world class airport.

Currently, the state of Tennessee has only two university offering degrees in aviation. Memphis students who are interested in a career in aviation are forced to leave this community and take their mental and financial assets with them, or stay and pursue other career paths. Boeing is predicting a need for 617,000 pilots over the next 20 years. Many experts suggest that we will likely experience a deficit of 15,000 pilots in the U.S. alone within the next 10 years if changes are not made to accommodate the impending demand. Due to this shortage Memphis has seen flight operation cease due to this shortage.

Given this reality, I believe that the University of Memphis has a unique opportunity to create a pilot training program and offer its local students and businesses a solution. Having a local college that offered in-state tuition and state-sponsored financial support for aviation degrees would be a great asset to our lower and middle-income families, and likewise, Memphis' diverse range of demographics would serve the aviation industry well. Additionally, the university could work with local employers like FedEx to develop programs and training tailored to their specific needs. For these reasons and others, I feel that initiating an aviation program at the University of Memphis would prove to be a very promising development, in line with the objectives of our community, the state, and the university. I suspect that many others in the community would agree.

Sincerely,

Captain Albert Glenn
 Chair Project Aerospace
 Organization of Black Aerospace Professionals, Inc. (OBAP)

Executive Director

Roy Remington, C.M.

r.remington@millingtontn.gov

Website:

www.millingtonregionaljetport.com

Assistant Airport Manager

Linda L. Leavitt

l.leavitt@millingtontn.gov



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February 19, 2016

Dr. David Rudd

University of Memphis

341 Administration Building

Memphis, TN 38152

RE: Aerospace Program

Dear Dr. Rudd,

This letter is in regards to the proposed University of Memphis aerospace program in partnership with Crew Training International (CTI). As Executive Director of the Millington Airport, I support this program as it addresses our local pilot shortage, while providing students a gateway to the aviation industry.

As reported in the *Memphis Business Journal*¹, our industry faces a pilot shortage of unprecedented proportion. This shortage has caused canceled flights and service cuts for regional airlines. A local training program could have prevented these losses.

FedEx is another airline with its hub in Memphis. FedEx will retire 64% of their pilots by 2027. If a local training program is not created, the Memphis labor market will be unable to meet these vacancies with qualified candidates.

Training programs elsewhere in the state are unsatisfactory at addressing the local challenges faced by Memphis. Entry level positions at Southern Airways Express require crew members to have already integrated their resources and living arrangements into the Memphis community. For an effective placement program to exist, Memphis students must work alongside these companies during their program coursework.

Lastly, there are currently no college-based flight training programs to serve veterans of the NSA Mid-South Navy Base or 164th Air National Guard Base located in Memphis. These veterans have earned the right to pursue an aviation career through a VA-approved flight training program while stationed in our community.

¹ Arnold, E. (2015, July 29). [*Flight school opened to address worldwide pilot shortage*](#)

Simply stated, the proposed partnership with CTI is too valuable to Memphis to be left uncultivated. The local flight training program as envisioned will bestow enduring benefits to the community, aviation industry, University of Memphis, and most importantly the students it serves.

Sincerely,

A handwritten signature in black ink, appearing to read "Roy Remington". The signature is fluid and cursive, with the first name "Roy" and last name "Remington" clearly distinguishable.

Roy Remington, C.M.
Executive Director
Millington Airport Authority

Tennessee Higher Education Commission Attachment A: THEC Financial Projections University of Memphis, University College BPS Commercial Aviation							
Seven-year projections are required for doctoral programs.							
Five-year projections are required for baccalaureate and Master's degree programs							
Three-year projections are required for associate degrees and undergraduate certificates.							
Projections should include cost of living increases per year.							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	\$ 7,000	\$ 8,000	\$ 9,000	\$ 10,000	\$ 11,000	\$ 12,000	\$ 13,000
Benefits	2,492	2,848	3,204	3,560	3,916	4,272	4,628
Sub-Total Administration	\$ 9,492.00	\$ 10,848.00	\$ 12,204.00	\$ 13,560.00	\$ 14,916.00	\$ 16,272.00	\$ 17,628.00
Faculty							
Salary	\$ 5,000	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275	\$ 58,000
Benefits	305	3,050	18,334	18,884	19,450	20,034	20,648
Sub-Total Faculty	\$ 5,305	\$ 53,050	\$ 69,834	\$ 71,929	\$ 74,086	\$ 76,309	\$ 78,648
Support Staff							
Salary	\$ 4,563	\$ 5,000	\$ 5,500	\$ 6,000	\$ 6,500	\$ 7,000	\$ 7,500
Benefits	1,624	1,780	1,958	2,136	2,314	2,492	2,670
Sub-Total Support Staff	\$ 6,187	\$ 6,780	\$ 7,458	\$ 8,136	\$ 8,814	\$ 9,492	\$ 10,170
Graduate Assistants							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating							
Travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Printing	500	500	250	250	250	250	250
Equipment	-	-	3,000	-	-	-	-
Other	-	-	-	-	-	-	-
Sub-Total Operating	\$ 3,500	\$ 3,500	\$ 6,250	\$ 3,250	\$ 3,250	\$ 3,250	\$ 3,250
Total Recurring	\$ 24,484	\$ 74,178	\$ 95,746	\$ 96,875	\$ 101,066	\$ 105,323	\$ 109,696
TOTAL EXPENDITURES (A + B)	\$ 24,484	\$ 74,178	\$ 95,746	\$ 96,875	\$ 101,066	\$ 105,323	\$ 109,696

*If tuition and fees for Graduate Assistants are included, please provide the following information.							
Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees ¹	72,615	124,650	205,420	264,475	272,425	-	-
Institutional Reallocations ²	(48,131)	(50,472)	(109,674)	(167,600)	(171,359)	105,323	109,696
Federal Grants ³	-	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 24,484	\$ 74,178	\$ 95,746	\$ 96,875	\$ 101,066	\$ 105,323	\$ 109,696
Notes:							
(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.							
In 2017-2018 assumes 3% tuition increase each year.							
(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.							
No reallocation needed.							
(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance)							
No grants anticipated.							
(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).							
N/A							
(5) Please provide information regarding other sources of the funding.							
N/A							

New Academic Program Proposal (NAPP) Checklist

ALL ITEMS INCLUDED IN LETTER OF NOTIFICATION

- CURRICULUM - An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer (where applicable for undergraduate programs based on Policy XX. Articulation and Transfer).

General Education: 35-41 hours

Major Field Core: 63 hours

College Requirements 9 hours

General Electives 7-13 hours

Please see attached detailed program summary – Appendix C: Program Summary.

- Program Requirements – Include the minimum number of SCH overall, required curriculum (course prefix and number, title, SCH) and any special requirements including theses, internships.

The minimum number of credit hours needed to successfully complete this program of study is 120. These include nine hours of college requirements including two thematic studies (interdisciplinary courses) and a senior capstone project. In this program, the senior capstone project will be the Flight Instructor Certification course. Please see more details in Appendix D: Certification Course.

- Current Courses and Existing Programs- List current courses and existing institutional programs which will give strength to the proposed program.

Twenty-four new courses with AVIA prefixes will be developed for this program. Two of those courses (AVIA 1500 and AVIA 1600) have already been approved at the University Undergraduate Curriculum Council.

- New Courses Needed- List any new courses which must be added to initiate the program; include a catalog description for each of these courses.

Proposed future courses:

<i>*AVIA 1500</i>	<i>Introduction to Flight</i>	<i>1 credit</i>
<i>Demonstrate, by passing a written test (which meets the pre-solo aeronautical knowledge requirements of FAR 61.87 (b), an understanding of the primary training aircraft used for the students first solo flight. The course introduces the student to the applicable sections of federal aviation regulations parts 61 and 91; airspace rules and procedures for the airport where the solo flight will be performed; and flight</i>		

characteristics and operational limitations for the make and model of aircraft to be flown.

***AVIA 1600 Private Pilot Ground School 3**

Demonstrate, and apply the aeronautical knowledge & skills learned in this course to the degree necessary to meet the prerequisites specified in Title 14 CFR Part 61 for the FAA aeronautical knowledge test "Private Pilot – Airplane"

AVIA 1601 Private Pilot Flight Lab 1

Stage 1 is designed to provide a strong foundation prior to the first solo flight. Basic maneuvers are introduced, practiced, and reviewed. The student develops the knowledge, skill, and habit patterns needed for solo flight. In addition, the student will practice airport operations, different types of takeoffs and landings, emergency procedures, and ground reference maneuvers. Student must complete the presolo written exam and briefing prior to the first solo flight.

AVIA 1700 Aviation Safety 3

Course designed for a pilot to understand and identify safety issues affecting the operation of flight. Throughout the course a review of incidents, accidents, safety studies, and accident investigations with a focus on causal and contributing factors to those investigated events and any resulting changes to mitigate future risk.

AVIA 1800 Systems I: Basic Aircraft Systems 3

Introduces the basic systems found in light training aircraft including: aircraft engines, propellers, fuel systems, flight controls, instruments, hydraulic systems, brakes, wheels, electrical, ignition, and FAR part 43 & related publications.

AVIA 2000 Aviation Weather 3

This course covers meteorology theory and weather services. The course includes a study of weather, concepts of weather, weather hazards, meteorological flight planning, aviation weather equipment, and considerations of weather conditions.

AVIA 2100 Theory of Flight 3

This course is designed for a pilot to understand the principles of airplane aerodynamics and aircraft performance. Aerodynamic topics include aerodynamics and terminology with emphasis on lift, weight, thrust and drag forces acting upon an airplane in flight; calculation of stall speed; weight and balance; stability and control; operating data; low speed aerodynamics, fundamentals associated with supersonic flight. Aircraft performance topics include performance of aircraft powered by reciprocating, turboprop, or jet turbine engines.

AVIA 2101 Instrument Flight Lab 1

Stage I of the syllabus is designed to provide the student with a strong foundation in attitude instrument flight and instrument navigation. At the

completion of this stage, the student is thoroughly prepared for the introduction of holding patterns and instrument approaches. During this stage, the student learns to perform holding patterns and instrument approaches. This training prepares the student for the introduction of IFR en route procedures in Stage III. This stage of training teaches the student IFR en route procedures and provides a review of all previously learned maneuvers. Through the use of three instrument cross-country flights and review, the student is able to attain the proficiency level of an instrument rated pilot. The ground and flight portions of the instrument course are completed in Stage III. The student should also successfully pass the FAA instrument rating airman knowledge test and take the FAA instrument rating practical test at the completion of this stage.

AVIA 2200 Instrument Ground School 3

This course provides the preparation for the FAA instrument rating knowledge test and meets the requirements of FAR 61.65 (b). Includes the study of Federal Aviation Regulations that apply to flight operations under IFR; appropriate information that applies to flight operations under IFR in the "Aeronautical Information Manual;" Air traffic control system and procedures for instrument flight operations; IFR navigation and approaches by use of navigation systems; use of IFR en route and instrument approach procedures charts; procurement and use of aviation weather reports and forecasts and the elements of forecasting weather trends based on that information and personal observation of weather conditions; recognition of critical weather

AVIA 3200 Commercial Pilot Ground School 3

This course provides the preparation for the FAA commercial pilot knowledge test and meets the requirement of FAR 61.125 (b). Includes the study of applicable Federal Aviation Regulations that relate to commercial pilot privileges, limitations, and flight operations; accident reporting requirements of the NTSB; basic aerodynamics and the principles of flight; meteorology theory and weather services; safe and efficient operation of aircraft; weight and balance computations; use of performance charts; significance and effects of exceeding aircraft performance limitations; use of aeronautical charts and a magnetic compass for pilotage and dead reckoning; use of air navigation facilities; aeronautical decision making and judgement; principles and functions of aircraft systems; maneuvers, procedure, and emergency operations appropriate to the aircraft; night and high-altitude operations; and procedures for operating within the National Airspace System.

AVIA 3201 Commercial Flight Lab Single Eng 1

Stage IV builds upon previously learned ground and flight training. The student will review and practice day and night VFR cross-country procedures in preparation for commercial pilot operations. Stage IV also provides a thorough introduction and pilot-in-command checkout in the complex airplane.

AVIA 3300	Multi-Engine Ground School	2
<i>This course covers multi-engine operations, aircraft systems, normal procedures, emergency procedures and flight characteristics.</i>		
AVIA 3301	Commercial Flight Lab Multi-Eng	1
<i>Stage V, which is for the multi-engine portion of the training, provides a foundation for all relevant multi-engine maneuvers and procedures, cross-country, instrument, and night flight training including normal and engineout operations. The final portion of the stage concentrates on the multiengine procedures in the IFT environment with both normal instrument approaches and engine-out instrument approach procedures.</i>		
AVIA 3400	Air Traffic Control and Airspace	3
<i>Course designed for a pilot to understand and apply critical element of ATC within the National Airspace System (NAS). Discussed throughout the course of the NAS: A fundamental knowledge of the ATC system in the United States; navigational aids; airspace; communications; the Code of Federal Aviation Regulations; ATC procedures; control tower operations; nonradar operations; radar operations; and differing types of environmental concerns within a geographical area.</i>		
AVIA 3500	Systems II: Turbine Aircraft	3
<i>Course designed for a pilot to understand turbine engines and turboprop aircraft systems.</i>		
AVIA 4100	Advanced Meteorology	3
<i>The course includes a study of the nature and utility of the atmosphere, temperature, wind, moisture, air masses and frontal systems, and an analysis of weather reports, forecasts, and charts. This course will incorporate techniques for flying in various weather conditions and environments.</i>		
AVIA 4200	Systems III: Transport Category Aircraft Systems	3
<i>This course covers multi-engine operations, aircraft systems, normal procedures, emergency procedures and flight characteristics.</i>		
AVIA 4300	Air Carrier Operations	3
<i>Introduction course to air carrier dispatch procedures, weather analysis, and Crew Resource Management (CRM)</i>		
AVIA 4401	Flight Lab	1
<i>This course is designed for students requesting additional flight training to increase his/her skill to complete a flight course beyond a normal progress gate.</i>		

AVIA 4700 Flight Instructor Ground School 4

This course provides the required areas of instructor knowledge to aid the student in preparing for the Fundamentals of Instructing (FOI) knowledge test, and the Flight Instructor Airplane knowledge test. The course covers aeronautical knowledge areas for the recreational, private, and commercial pilot certificate. Different teaching methods and communication techniques are studied and practiced. Includes team teaching, one-on-one instruction and in classroom practice on lessons following the current FAA practical test standards.

**AVIA 4800 Human Factors & 3
Crew Resource Management**

Course designed for a pilot to understand and identify human performances that affect aviation. General areas discussed include: decision-making, situational awareness, crew coordination, communication, human error, fatigue, attitudes, training devices, controls, workload management, CRM, and man/machine interference that may include pilot/aircraft interference or flight deck/cockpit design.

AVIA 4550 Aviation Law & Regulation 3

Course designed for a pilot to understand and apply 14 CFR. Course discusses aviation law and regulations including: constitutional law, administrative law, enforcement actions, and international law affecting aviation. This course also includes the consideration and analysis of aviation regulatory environments and processes, such as regulatory certifications, rulemaking, and legislation.

AVIA 4560 Aviation Physiology & Survival 3

Course designed for a pilot to understand physiological aspects that can affect flight crew. The course includes: human factors; basic human anatomy; the atmosphere; situational awareness; altitude physiology; hearing and vibration; vision; orientation; self-imposed medical stress; environmental stresses; sleep, jet lag, and fatigue; acceleration; CRM; human factors and automation; inflight medical emergencies; health maintenance program; medical standards, regulations, and certification; and basic introduction to wilderness survival.

AVIA 4701 Flight Instructor Certification course 3

Flight Instructor Certification uses the Jeppesen flight instructor syllabus. The Certified Flight Instructor (CFI) rating enables the pilot to do initial instruction (students seeking private license), commercial-level instruction, and even instructor-instruction after a certain amount of experiences.

**Courses have already been approved for use by the undergraduate curriculum council.*

- Distance Learning – Indicate whether this program will be offered via distance learning and which courses are available via distance learning.

AVIA courses will be face to face courses. Remaining courses in Section A and B of Major Field core can be taken face to face, online or hybrid depending on student choice.

- Course Syllabi

For the first two course syllabi that have been approved by the undergraduate curriculum council at the University of Memphis please see Appendix E.1: AVIA 1500 & E.2 1600 Syllabi.

ACADEMIC STANDARDS – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

DIVERSITY – Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.

University of Memphis is one of the most diverse institutions in Tennessee. University College has a large number of non-traditional and underrepresented students. Furthermore, University College has a history of graduating a greater percentage of minority students than any other college on campus.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).

Year (specify Term & AY start)	Full-Time Headcount	Part-time Headcount	International Headcount Anticipated	Total Year Headcount	FTE	Graduates
1	5	5	0	10	7.5	0
2	10	5	0	15	12.5	0
3	15	10	0	25	20	2
4	20	10	0	30	25	5
5	20	10	0	30	25	15
6						
7						

Projections based on consultation with CTI. The recruitment plan will be in collaboration with CTI Flight Training School.

ADMINISTRATIVE STRUCTURE – Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

University College will be working collaboratively with CTI to offer the flight courses required for this degree. The University College staff – specifically a dedicated academic

advisor and the assistant dean – will work closely with representatives from CTI to ensure students are properly advised and students are knowledgeable about program requirements. Adjunct faculty identified as flight instructors by CTI will be used for year one and two. A full-time instructor/coordinator for the program will be added in year two as enrollment grows to help manage the program for University College in addition to the adjunct faculty from CTI.

Furthermore, CTI is an FAA Part 141- approved flight school located in Millington, Tennessee, just minutes from the University of Memphis's Millington campus. (Please see Appendix F: MOU between CTI and the Millington Airport.) It has an additional location in Fort Lauderdale, Florida, which has been in operation since 1988. CTI PFT is a wholly-owned subsidiary of Crew Training International, Inc., a local Memphis company that specializes in designing and offering training courses to the US Department of Defense. The flight program is currently not accredited; however, FAA oversight requires a substantial amount of experience and internal checks for higher level instructors. CTI is also working on a standardization program for onboarding new instructors at any level.

FACULTY RESOURCES – Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

- Current Faculty – List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three-page vita for each faculty member listed including relevant related activities for the past five years.
- Anticipated Faculty - Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

Initially, faculty will include current University of Memphis faculty and adjunct faculty. Additionally, the CTI flight staff, who have extensive and varied instructor backgrounds including: instructors with long training and instructing experience at major airlines, airline check airman, Navy Top Gun instructor pilots, weather modification pilots, ex-military pilots, seaplane pilots, and instructors with multiple aircraft type ratings, will train students in the flight courses. All flight instructors are highly qualified, skilled, and motivated.

The existing personnel at the University of Memphis, including a dedicated academic advisor in University College, the assistant dean of University College, and the Bursar's

office representatives at the University of Memphis, will work with these students. Personnel at CTI will handle administration of student attendance, billing, and course selection until student load necessitates additional support. As enrollment grows, we will add a dedicated Instructor/Coordinator for the program in year two with at least a master's degree in an appropriate discipline.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high-quality program which meets recognized standards for study at a particular level or in a particular field.

- Library and Information Technology Acquisitions Needed – Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs) for the successful initiation of the program.

Students will have access to all library and information technology resources available to students enrolled at the University of Memphis, both online and face to face.

SUPPORT RESOURCES – Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

- Evidence of willingness to partner - Include government, education, health and business entities.
- Other Support Currently Available - Include support staff, university and non-university assistance.
- Other Support Needed -- List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).

The University College staff – specifically a dedicated academic advisor and the assistant dean – will work closely with representatives from CTI to ensure students are properly advised and students are knowledgeable about program requirements. Students will have a University College advisor, specifically for the program, and that individual will be in close communication with CTI.

FACILITIES AND EQUIPMENT – Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.

- Existing Facilities and Equipment - Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.

- Additional Facilities and Equipment Required or Anticipated - Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).

Our flight training program will be affiliated with Crew Training International (CTI), an established flight training school at the Millington Regional Jetport. This facility is adjacent to the University of Memphis Millington campus, which will allow us to utilize these facilities for some of our instruction. CTI PFT's facility also houses an in-house maintenance department and full-service Fixed Base Operator (FBO). The FBO provides fuel to its own aircraft and local pilots, and also currently holds the Defense Logistics Agency's Into-Plane Fueling contract for the Millington Airport. As a result, students at the facility would have regular contact with the local aviation community as well as a vast array of military pilots. The maintenance department is monitored and approved by the FAA on the high standards applicable to flight schools. CTI PFT's flight school, FBO, and maintenance department share use of reception (1 FTE), accounting (4 FTE), and compliance (2 FTE) personnel. Administration of student attendance, billing, and course selection will be handled by the existing personnel, as applicable, until student load necessitates additional personnel.

CTI Professional Flight Training (CTI PFT) is an FAA Part 141-approved flight school located in Millington, Tennessee, just minutes from the University of Memphis's Millington campus. It has an additional location in Fort Lauderdale, Florida, which has been in operation since 1988. CTI PFT is a wholly-owned subsidiary of Crew Training International, Inc., a local Memphis company that specializes in designing and offering training courses to the US Department of Defense.

The CTI PFT facility is a recently renovated 20,000 square foot facility. It includes 12 one-on-one training rooms and two large areas usable as classrooms for up to 25 students each. Student facilities include a large lounge area for students to socialize or work in study groups, a study area with private work carrels, and an observation area with a 270-degree view of the airport for dispatching training flights and observing local aviation activity.

CTI PFT's aircraft fleet includes three types of aircraft, all of which feature state-of-the-art avionics and safety features. The primary training aircraft is the Diamond DA20-C1. This plane is used for the private pilot's license, instrument rating, and for building time experience necessary for the commercial pilot's license. CTI PFT has three DA-20s on site in Millington, with an additional nine at its Fort Lauderdale location and eight more on order from the Diamond factory. The DA20 is used for both flight instruction and supervised solo flight.

The multi-engine training aircraft is the Diamond DA42-NG. This aircraft is used to train towards the commercial multi-engine license and multi-engine instructor license. CTI PFT has one DA42 and will acquire additional aircraft as necessitated by student demand.

Because relatively few training hours are necessary in this aircraft, a ratio of approximately five to seven DA20's for every one DA42 is appropriate.

The third aircraft is a fully aerobatic Great Lakes 2T-1A-2 biplane. This plane is used for aerobatic training, tailwheel endorsements, and a safety orientation program called Upset Prevention and Recovery Training (UPRT). UPRT is one of the latest safety initiatives being address by the FAA. All of programs offered in the Great Lakes would be optional for university program students. CTI PFT also uses an on-site Advanced Aviation Training Device (AATD), the Redbird FMX1000, which simulates flight in either the DA20 or DA42 and allows the students to practice their skills or familiarize themselves with the cockpit while safely on the ground. While FAA regulations do place limits on the proportion of training that can be accomplished in an AATD, the availability of the Redbird FMX can greatly reduce the costs of training while increasing the students' safety.

MARKETING AND RECRUITMENT PLAN – A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education (Post Geier). Note: Programs may not be advertised nor students admitted prior to Commission approval.

The Marketing department at the University of Memphis will handle marketing once this program is approved for implementation. Until then, the university, along with CTI, have begun discussing this potential program with students.

ASSESSMENT/EVALUATION – Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

- the schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),
- those responsible for conducting program assessments or evaluations, and accreditation, and
- a plan for how results will inform the program post-approval.

Student evaluations are required every semester for every course taught at the University of Memphis. Alumni and career services do a survey every three years. Faculty and staff are evaluated once a year. The college and its programs undergo program review every five years per the THEC standard. Information from all assessments is examined by faculty and staff and changes are made in the structure, curriculum and personnel as needed.

The dean, associate dean and assistant dean of the college are responsible for various parts of the evaluation process, its implementation and post-assessment changes in the program.

ACCREDITATION – Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may requires a SACS-COC review should be indicated.

University College undergoes periodic program review as prescribed by THEC. CTI is an FAA Part 141- approved flight school. The flight program itself is not currently accredited; however, FAA oversight requires a substantial amount of experience and internal checks for higher level instructors. Additionally, according to the U.S. Department of Transportation Federal Aviation Administration Advisory Circular AC 61-139, for an institution to offer a bachelor's degree in aviation, the institution of higher education must be accredited – in this specific case the University of Memphis is SACS COC accredited; include at least 60 semester credit hours of aviation and aviation-related coursework that has been recognized by the Administrator as coursework designed to improve and enhance the knowledge and skills of a person seeking a career as a professional pilot; and hold either of the following: a) A part 141 pilot school certificate with a TCO(s) approved for flight and ground training; or b) A part 141 pilot school certificate with a TCO(s) approved for ground training only and have a formal training agreement with a part 141 pilot school with a TCO approved for flight training.

FUNDING – A budget projection using the THEC Financial Projection form that documents the institution's capacity to deliver the proposed program within existing and projected resources must be submitted including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degrees), 5 years (undergraduate and master's degrees) or 7 years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs. Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

No additional funding is being requested at this time to fund this new degree in University College. However, a fee structure for flight training has been proposed. Students will pay tuition and fees to the University of Memphis. Working closely with the Bursar's Office at the university, the Bursar's office will set up a "pay as you go" account similar to MTSU's model to pay CTI for flight training. Please see Appendix B: THEC Financial Projection.



University College

Bachelor of Professional Studies
Commercial Aviation
218 Brister Hall | 901.678.2716
memphis.edu/univcoll

Description of Program

The degree program in Commercial Aviation prepares persons for careers in corporate aviation, general aviation, aviation-related business, airport operations and governmental regulation of aviation. It does so by offering studies in aviation, management, business operations, human resources, transportation, logistics and aviation administration. These studies are combined with flight labs, experiential learning, and internships in an aviation setting. Aviation training is provided by professional aviation instruction certified by the Federal Aviation Administration.

For information on careers in this and other disciplines students should consult the career counselor located in 211 Wilder Tower, 678-2068.

Career Development

For information on careers, students should consult the Career Services Office located on the 4th Floor of Wilder Tower, 678-2239.

UMdegree

You can review information regarding your current academic pursuits, including Degree Requirements, General Education Requirements, Major/Concentration Requirements, and Minor Requirements by accessing the UMdegree audit tool. This tool reflects all changes to a student's academic record and is used in determining whether or not a student has successfully completed all graduation requirements. www.my.memphis.edu

UNIV 3900 Experiential Learning Credit

Experiential Learning Credit may be granted for college level knowledge and understanding related to the student's area of study. This credit may be gained from work experience, life experience, or non-college instruction in one of the following ways: 1) pre-assessed military transcripts, 2) pre-assessed professional training, licensure, or certifications or 3) student developed learning portfolio reflective of their learning experiences which is assessed for credit by a faculty member. For more information:

http://www.memphis.edu/innovation/elc/experiential_learning.php

Program Summary Commercial Aviation

- I. General Education 35 – 41 hours
- II. Major Field Core: 63 hours
- III. College Requirements 9 hours
- IV. General Electives 7-13 hours

Minimum Required for Graduation: 120 hours

- Students must complete at least 60 hours from a 4-year institution.
- Students must complete at least 42 hours of upper-division credit (3000 or 4000-level).
- Students must complete at least 30 of the last 60 hours through the University of Memphis.
- Students must complete at least 9 graded hours in the major at the University of Memphis.

I. General Education (35 - 41 hours)

See Graduation from the University for the University General Education Program requirements. Students who have completed one year of American History in high school are exempt from the six credit-hour History General Education Program requirement; otherwise, students will have to meet the History requirement.

II. Major Field Core (63 hours)**A. Management and Business Operations (6 hours) Choose two courses from these:**

- ACCT 2010 Fundamentals of Accounting I (3)
- ACCT 2020 Fundamentals of Accounting II (3)
- MIS 2749 Foundations of Information Systems (3)
- MGMT 3110 Organization and Management (3)
- MKTG 3010 Principles of Marketing (3)

B. Human Resources, Staffing and Development (6 hours)**1. Choose one:**

- MGMT 3215 Management of Human Resources (3)
- MGMT 4260 Employee Staffing and Development (3)
- MGMT 4420 Organizational Behavior in Business (3)
- LDSP 3000 Leadership Development (3)
- BMGT 3630 Human Resources Management (3)

2. Choose one:

- COMM 4011 Communication in Organizations (3)
- PSYC 3508 Industrial and Organizational Psychology (3)
- COMM 3010 Integrated Corporate Communications (3)
- PM 4120 Organizational Theory and Behavior (3)

C. Professional Aviation Instruction (51 credits)

- | | | |
|-----------|-----------------------------------|----------|
| AVIA 1500 | Introduction to Flight | 1 credit |
| AVIA 1600 | Private Pilot Ground School | 3 |
| AVIA 1601 | Private Pilot Flight Lab | 1 |
| AVIA 1700 | Aviation Safety | 3 |
| AVIA 1800 | Systems I: Basic Aircraft Systems | 3 |
| AVIA 2000 | Aviation Weather | 3 |

AVIA 2100	Theory of Flight	3
AVIA 2101	Instrument Flight Lab	1
AVIA 2200	Instrument Ground School	3
AVIA 3200	Commercial Pilot Ground School	3
AVIA 3201	Commercial Flight Lab Single Eng	1
AVIA 3300	Multi-Engine Ground School	2
AVIA 3301	Commercial Flight Lab Multi-Eng	1
AVIA 3400	Air Traffic Control and Airspace	3
AVIA 3500	Systems II: Turbine Aircraft	3
AVIA 4100	Advanced Meteorology	3
AVIA 4200	Systems III: Transport Category Aircraft Systems	3
AVIA 4300	Air Carrier Operations	3
AVIA 4401	Flight Lab	1
AVIA 4700	Flight Instructor Ground School	4
AVIA 4800	Human Factors & Crew Resource Management	3

III. College Requirements

A. Thematic Studies (6 hours)

Any UNIV 3500-3599 or UNIV 4500-4599

Students complete a total of 6 hours in a University College thematic studies course(s) of their choosing. These courses are designed to broaden a student's knowledge of significant AVIA 4500 themes. Only specifically designated courses will meet this requirement.

AVIA thematic studies course are the following:

AVIA 4550	Aviation Law & Regulation	3
AVIA 4560	Aviation Physiology & Survival	3

B. Senior Project (3 hours)

The senior project is a student's culminating experience or capstone designed to synthesize and integrate the content of a student's program of study.

For this concentration, the senior project is the AVIA 4701 Flight Instructor Certification course.

IV. General Electives (7-13 hours)

Electives will be chosen to bring the total number of hours to 120 with a minimum of 42 upper-division hours.

General Education Requirements (35-41hours)

Course Category	Course	Semester	Grade	Hours
English Composition (6 hrs.) minimum grade of "C"				
ENGL 1010 (3 hrs.)				
ENGL 1020 (3 hrs.)				
Oral Communication and Rhetoric (3 hrs.) COMM 2381 Oral Communication				
Mathematics (3 hrs.): pick any one of the following MATH 1420, 1530, 1710, 1830, OR 1910				
Humanities (9 hrs.)				
1. Literature Course – ENGL 2201 or ENGL 2202				
2.				
3.				
American History (6 hours) University College students are exempt from American Heritage requirement ONLY if they have completed one year of American History in high school. If courses are required, see UMdegree for options to complete this requirement.	One year of American History documented on UMdegree OR courses must be completed to fulfill requirement. If courses are required, list them below:			
Social Science (6 hrs.)				
1.				
2.				
Natural Science (8 hrs.)				
1.				
2.				
Total General Education Hours Required	35 – 41 hours			

Questions about transfer-credit equivalencies should be directed to the University College advisors.

Need to complete ALEKS assessment? Yes _____ No _____ MPL score: _____

Commercial Aviation

A minimum grade of "C-" is required in each course and an overall GPA of 2.25 is required in the major. An overall and U of M GPA's of 2.00 are also required.

Required Courses	Course	Semester	Grade	Hours
Major Field Core (63 hours)				
A. Management & Business Operations (6 hours)				
B. Human Resources, Staffing & Development (6 hours)				
C. Professional Aviation Instruction (51 hours)	AVIA 1500			1
	AVIA 1600			3
	AVIA 1601			1
	AVIA 1700			3
	AVIA 1800			3
	AVIA 2000			3
	AVIA 2100			3
	AVIA 2101			1
	AVIA 2200			3
	AVIA 3200			3
	AVIA 3201			1
	AVIA 3300			2
	AVIA 3301			1
	AVIA 3400			3
	AVIA 3500			3
	AVIA 4100			3
	AVIA 4200			3
	AVIA 4300			3
	AVIA 4401			1
	AVIA 4700			4
	AVIA 4800			3

Student Name: _____

University College Requirements (9 hours) A. Thematic Studies (3) A. Thematic Studies (3)	AVIA 4550			
	AVIA 4560			
B. Senior Project (3)	AVIA 4701			
General Electives (7-13 hours)				

PRIOR LEARNING ASSESSMENT

Students entering the program with prior aviation experience may receive up to 30 credits of experiential learning upon presentation of portfolio demonstrating completion of any of the following pre-assessed credit. For more information about experiential learning credit and cost visit http://www.memphis.edu/innovation/elc/experiential_learning.php

<u>Credit for Flight Instruction:</u>	<u>Course No.</u>	<u>Hours Credit</u>
Private Pilot License	UNIV 2900	5
Commercial Pilot License	UNIV 3900	3
Instrument Rating	UNIV 3900	3
Multi-Engine Rating	UNIV 3900	3
Certified Flight Instructor	UNIV 3900	3
Airline Transport Pilot License	UNIV 3900	5
Flight Engineer	UNIV 3900	5
Flight Navigator-Commercial	UNIV 3900	6
Captain Air Carrier	UNIV 3900	6
Aircraft Type Rating: (varies)	UNIV 3900	4
Multi-Engine Flight Instructor	UNIV 3900	1
Seaplane	UNIV 3900	1
Certified Ground Instructor-Basic	UNIV 3900	3
Certified Ground Instructor-Instruments	UNIV 3900	3
Certified Ground Instructor-Advanced	UNIV 3900	3

Credit for Airframes/Powerplant License:

Intro to Airframe/Powerplant Systems	UNIV 1900	4
Airframe Systems/Components	UNIV 2900	4
Aircraft Structure/Repair	UNIV 2900	4
Aircraft Electric Systems Maintenance	UNIV 2900	4
Jet Engine Inspection/Repair	UNIV 2900	4
Recip. Eng. Systems in/RPR	UNIV 2900	4

Credit for the Aircraft Dispatcher's License:

Federal Aviation Regulations	UNIV 3900	3
Aviation Meteorology	UNIV 3900	3
Principles of Aircraft Navigation	UNIV 3900	3
Flight Operations	UNIV 3900	3
Aircraft Performance Systems	UNIV 3900	3

Credit for Air Traffic Controllers:

Phase III Journeyman (Center)	UNIV 3900	30
Phase V Journeyman (Air Traffic/Control Tower)	UNIV 3900	30
Phase III Journeyman (Flight Service)	UNIV 3900	30
Technician Level (Airway Facility)	UNIV 3900	30

AVIA 4701 Flight Instructor Certification: Senior Capstone

AVIA 4701 Flight Instructor Certification uses the Jeppesen flight instructor syllabus. The Certified Flight Instructor (CFI) rating enables the pilot to do initial instruction (students seeking private license), commercial-level instruction, and even instructor-instruction after a certain amount of experiences.

The FAA regulations (14 CFR Part 141, Appendix F) require the following material to be covered in a CFI course:

Aeronautical knowledge training

- (a) Each approved course must include at least the following ground training in the aeronautical knowledge areas listed in paragraph (b) of this section:
 - (1) 40 hours of training if the course is for an initial issuance of a flight instructor certificate; or
 - (2) 20 hours of training if the course is for an additional flight instructor rating.
- (b) Ground training must include the following aeronautical knowledge areas:
 - (1) The fundamentals of instructing including—
 - (i) The learning process;
 - (ii) Elements of effective teaching;
 - (iii) Student evaluation and testing;
 - (iv) Course development;
 - (v) Lesson planning; and
 - (vi) Classroom training techniques.
 - (2) The aeronautical knowledge areas in which training is required for—
 - (i) A recreational, private, and commercial pilot certificate that is appropriate to the aircraft category and class rating for which the course applies; and
 - (ii) An instrument rating that is appropriate to the aircraft category and class rating for which the course applies, if the course is for an airplane or powered-lift aircraft rating.
- (c) A student who satisfactorily completes 2 years of study on the principles of education at a college or university may be credited with no more than 20 hours of the training required in paragraph (a)(1) of this section.

Flight training

- (a) Each approved course must include at least the following flight training on the approved areas of operation of paragraph (c) of this section appropriate to the flight instructor rating for which the course applies:
 - (1) 25 hours, if the course is for an airplane.
- (b) [discussion of flight simulators]

- (c) Each approved course must include flight training on the approved areas of operation listed in this paragraph that are appropriate to the aircraft category and class rating for which the course applies—
 - (1) For an airplane—single-engine course:
 - (i) Fundamentals of instructing;
 - (ii) Technical subject areas;
 - (iii) Preflight preparation;
 - (iv) Preflight lesson on a maneuver to be performed in flight;
 - (v) Preflight procedures;
 - (vi) Airport and seaplane base operations;
 - (vii) Takeoffs, landings, and go-arounds;
 - (viii) Fundamentals of flight;
 - (ix) Performance maneuvers;
 - (x) Ground reference maneuvers;
 - (xi) Slow flight, stalls, and spins;
 - (xii) Basic instrument maneuvers;
 - (xiii) Emergency operations; and
 - (xiv) Postflight procedures.

**AVIA 1500
INTRODUCTION TO FLIGHT
1 Credit Hours**

Please read carefully each section of the syllabus and abide by its guidelines. Compliance with the syllabus will play a major role toward successful completion of your course. You should print the syllabus and refer to it throughout the semester.

University College students must earn one hour of credit by successful completion of AVIA1500 in order to graduate. Successful completion equates to a minimum grade of 'C' or better.

Course Objectives

At the end of this course, you should be able to:

1. Demonstrate, by passing a written test (which meets the pre-solo aeronautical knowledge requirements of FAR 61.87 (b), an understanding of the primary training aircraft used for the students first solo flight. The course introduces the student to the applicable sections of federal aviation regulations parts 61 and 91; airspace rules and procedures for the airport where the solo flight will be performed; and flight characteristics and operational limitations for the make and model of aircraft to be flown.
2. The student must have mastery of the following concepts:

- Federal aviation regulations related to solo flight;
- Aircraft operations;
- Flight school rules and procedures;
- Safety policies and procedures
- Aircraft control function
- System Operation
- Airport Traffic patterns
- Aircraft ground operations
- Basic principles of flight

Classroom Procedure

Classroom Meetings

Program counseling, enrollment into the appropriate FAA Part 141 flight course, and flight slot assignments will be completed the Monday or day before this class starts.

Class meetings will take place at the Millington Regional Jetport N7 hangar classroom.

Prerequisites

- Accepted flight student status
- Valid 1st or 2nd Class FAA Aviation Medical Certificate

Attendance

Attendance in all classes is required. All class time and material must be completed before the final exam will be issued.

Required Textbooks

Introduction to Flight (By CTI Professional Flight Training)

DA20-C1 Flight Information Manual

Airplane Flying Handbook FAA-H-8083-3A

Pilot's Handbook of Aeronautical Knowledge FAA-H-8083-25A

Logbook

Hardware Requirements

Students are highly encouraged to purchase an iPad mini with wi-fi + cellular. The iPad mini with wi-fi and cellular have internal GPS, which will be used for all additional AVIA ground and flight courses.

Students are also highly encouraged to purchase an aviation headset. Students will have the opportunity once enrolled in the Part 141 flight course and assigned a flight instructor to start flying at the same time this course is offered.

Grading Procedure

One final comprehensive written test will be given. A failing grade will be issued for any student who does not complete all the required modules for the course or receives a grade below 70% on the final exam. Students who receive a grade below 80% must study and retake this test; however, the original grade will be the one used to determine the final grade. The student will review their final exam with their assigned flight instructor who is authorizing the student to conduct their first solo flight. After the student reviews all incorrect answers with the instructor who will authorize them to conduct their first solo flight, they will receive an endorsement per FAR 61.87 (b).

Your success in this course will depend on your willingness to read and study all material presented.

Grading Scale

Final Grades are calculated as follows. **You must make a C in this course to continue on in the program.**

90-100 - A
 80-89 - B
 70-79 - C

Assignments and Participation

Module	Reading Assignment	Topic	Points
Module 1	Flight Information Manual & Basics of Flight	General Aircraft Info Operating Limitations Emergency Procedures Normal Operating Procedures Performance Weight & Balance Systems Airplane Handling, Care and Service Supplements	
Module 2	Flight School Rules, Procedures & Safety	<i>Rules & Procedures</i> <i>Training Course Outline</i> <i>Aircraft Safety</i> <i>Federal Aviation Regulations Part 61 & 91</i> <i>Safety</i> <i>Aircraft Checklists</i>	
Module 3	<i>Airport and Flight in the Local Area</i>	<i>Airport Diagram and Information</i> <i>Flight Patterns, Taxiways & Runways</i>	

Appendix E.1

		<i>Radio Communication</i> <i>Orientation & Local Flying Area</i> <i>Time conversion</i> <i>Light Gun Signals and Lost Communication</i> <i>Practice Area Boundaries</i> <i>Airspace Relating to First Solo</i>	
Module 4	Final	Comprehensive final written test	100

Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor. A review of Federal Aviation Regulations Part 67 may be required with the Chief Flight Instructor or Assistant Chief Flight Instructor if a student does not meet the pre-requisite of a 1st or 2nd class FAA medical.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Technical Support

If you are having problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the Help Desk by calling 901-678-8888

AVIA 1600 PRIVATE PILOT GROUND SCHOOL 3 Credit Hours

Please read carefully each section of the syllabus and abide by its guidelines. Compliance with the syllabus will play a major role toward successful completion of your course. You should print the syllabus and refer to it throughout the semester.

University College students must earn three hours of credit by successful completion of AVIA1600 in order to graduate. Successful completion equates to a minimum grade of 'C' or better.

Note: Any student who currently holds and FAA Private Pilot- Airplane certificate with Chief Pilot approval may challenge this course.

Course Objectives

At the end of this course, you should be able to:

1. Demonstrate, and apply the aeronautical knowledge & skills learned in this course to the degree necessary to meet the prerequisites specified in Title 14 CFR Part 61 for the FAA aeronautical knowledge test "Private Pilot – Airplane".

Course Procedures

Classroom Meetings

This course will follow the approved flight schools Part 141 training course outline that has been approved by the FAA. Instruction may be one on one with the students assigned ground instructor or in a traditional ground school classroom & group setting at the Millington Regional Jetport N7 hangar. Course modules can take several lessons to complete required content.

Prerequisites

- AVIA1500 or Chief Pilot/Assistant Chief Pilot approval
- Valid 1st or 2nd Class FAA Aviation Medical Certificate

Attendance

Attendance in all classes is required. If you are absent from a class, you must makeup this time in order to meet FAA ground school time guidelines. All makeup's not completed in one week from the date you returned to class will result in a 5% decrease in the students final grade (this may be waived by the instructor considering the absences circumstances). A failing grade will be given if a student fails to complete all of the required time and content of the course as listed in the CTIPFT Training Course Outline (TCO) by the last day of this class. All class time and material must be completed before the final exam will be issued.

Required Textbooks

Appendix E.2

Private Pilot Manual (Jeppesen Sanderson Training Products)

Pilot's Handbook of Aeronautical Knowledge FAA-H-8083-25A

Airplane Flying Handbook FAA-H-8083-3A

Flight Computer E6B

Plotter

Memphis Sectional Chart

DA20-C1 Flight Information Manual

Private Pilot FAA Knowledge Test book – Irvin N. Gleim, Garrett W. Gleim, ISBN: 978-58194-513-3

Current Airport Facility Directory

Current FAR/AIM

Hardware Requirements

Students are highly encouraged to purchase an iPad mini with wi-fi + cellular. The iPad mini with wi-fi and cellular have internal GPS, which will be used for all additional AVIA ground and flight courses.

Students are also highly encouraged to purchase an aviation headset. Students will have the opportunity once enrolled in the Part 141 flight course and assigned a flight instructor to start flying at the same time this course is offered.

Grading Procedure

Tests will include three stage exams and two end of course exams. Any exam, daily quiz, homework assignment not passed per the lesson completion standards with a minimum of 80% will have to be rewritten to a passing grade. Your original 1st take grade will be the grade entered. Your retake grade will not count towards your final grade and is a requirement of the FAA. All retakes are due the following class period. Failure to hand in a retake will result in a 2% decrease in your final grade for every class period in which the retake is not handed in.

Grading Scale

Final Grades are calculated as follows. **You must make a C in this course to pass.**

90-100 - A

80-89 - B

70-79 - C

Stage Exam I	10% of final grade
Stage Exam II	10% of final grade
Stage Exam III	10 % of final grade
End of Course Exam I	35% of final grade
End of Course Exam II	35% of final grade

Assignments and Participation

Module	Reading Assignment	Academic Content:	Points
Module 1	Private Pilot Manual – Chapter 1 Discovering Aviation	<ul style="list-style-type: none"> Pilot Training Aviation Opportunities Introduction to Human Factors 	
Module 2	Private Pilot Manual – Chapter 2 Airplane Systems	<ul style="list-style-type: none"> Airplanes The Powerplant and Related Systems Flight Instruments 	
Module 3	<i>Private Pilot Manual – Chapter 3 Aerodynamic Principles</i>	<ul style="list-style-type: none"> Four Forces of Flight Stability Aerodynamics of Maneuvering Flight 	
Module 4	<i>Private Pilot Manual – Chapter 4 The Flight Environment</i>	<ul style="list-style-type: none"> Safety of Flight Airports Aeronautical Charts Airspace 	
Module 5	<i>Private Pilot Manual – Chapter 5 Communication and Flight Environment</i>	<ul style="list-style-type: none"> Radar and ATC Services Radio Procedures Sources of Flight Information 	
Module 6	<i>Private Pilot Manual – Chapter 1 through Chapter 5</i>	Stage 1 Exam <ul style="list-style-type: none"> Airplane Systems Aerodynamic Principles The Flight Environment Communication and Flight Information 	10%
Module 7	<i>Private Pilot Manual – Chapter 6</i>	<ul style="list-style-type: none"> Basic Weather Theory Weather Patterns Weather Hazards 	

Appendix E.2

Module 8	<i>FAR/AIM Manual or FAR/AIM CD-ROM Private Pilot FAR's</i>	<ul style="list-style-type: none"> FAR Part 1, 39, 43, 61, 91, NTSB 830 	
Module 9	<i>Private Pilot Manual – Chapter 7 Interpreting Weather Data</i>	<ul style="list-style-type: none"> The Forecasting Process Printing Reports and Forecasts Graphic Weather Products Sources of Weather Information 	
Module 10	<i>Private Pilot Manual – Chapters 6 and 7, FAR/AIM – Private Pilot FAR</i>	Stage II exam <ul style="list-style-type: none"> Meteorology for Pilots Federal Aviation Regulations Interpreting Weather Data 	10%
Module 11	<i>Private Pilot Manual – Chapter 8 Airplane Performance DA20 Flight Information Manual</i>	<ul style="list-style-type: none"> Predicting Performance Weight and Balance Flight Computers 	
Module 12	<i>Private Pilot Manual – Chapter 9 Navigation</i>	<ul style="list-style-type: none"> Pilotage and Dead reckoning VOR Navigation ADF Navigation Advanced Navigation 	
Module 13	<i>Private Pilot Manual – Chapter 10 Applying Human Factors Principles</i>	<ul style="list-style-type: none"> Aviation Physiology Aeronautical Decision Making 	
Module 14	<i>Private Pilot Manual – Chapter 11 Flying Cross-Country</i>	<ul style="list-style-type: none"> The Flight Planning Process The Flight 	
Module 15	<i>Private Pilot Manual – Chapter 8-11</i>	Stage III Exam <ul style="list-style-type: none"> Airplane Performance Navigation Human Factors Principles Aeronautical Decision 	10%

		Making <ul style="list-style-type: none"> Flying Cross-Country 	
Module 16	<i>Private Pilot Manual – Chapter 1-11</i>	End of Course Practice Exam “1”	35%
Module 17	<i>Private Pilot Manual – Chapter 1-11</i>	End of Course Practice Exam “2”	35%

Guidelines for Communications

Email

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor. A review of Federal Aviation Regulations Part 67 may be required with the Chief Flight Instructor or Assistant Chief Flight Instructor if a student does not meet the pre-requisite of a 1st or 2nd class FAA medical.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Technical Support

If you are having problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the Help Desk by calling 901-678-8888.

Memorandum of Understanding (MOU)
Between
Millington Airport Authority, Crew Training International, & BWSC

PARTIES: Millington Airport Authority (MAA)
 CTI Professional Flight Training (CTI)
 Barge, Waggoner, Sumner, & Cannon (BWSC)

SUBJECT: Rehabilitation of Hangar N-7 as a Flight Training Academy

Purpose: MAA is currently expensing \$1,363,000 to renovate Hangar N-7 for accommodation of student flight training. Crew Training International has placed a \$4,500,000 order for training aircraft. The purpose of this document is to formalize the key items needed to establish a CTI Flight Training Academy at the Millington Regional Jetport.

1. **Project Timeline:** The following project schedule is established for renovation of Hangar N-7:

- ◆ Design Development Drawings 5/27/14
- ◆ 100% Construction Documents 6/30/14
- ◆ Advertise for Bid Published 7/10/14
- ◆ Bid Opening 8/1/14
- ◆ Construction Notice to Proceed 8/11/14
- ◆ Substantial Comp. (120 Days) 12/9/14
- ◆ Initial Walkthrough & Punch List 12/10/14
- ◆ Final Walkthrough 12/17/14

2. **Weekly Telecons:** Beginning May 20, 2014, in so much as is practical, BWSC will host weekly telecons on Tuesdays at 9:00 AM until renovation of N-7 is complete. Invitees include: BWSC, Subconsultant(s), MAA, and CTI. Calls will cover previous week work accomplished, work assignments for current week, and approval/data needs from MAA/CTI.

3. **Occupancy Date:** January 1, 2015 pending successful negotiation of lease agreement between CTI and MAA, and receipt by MAA of proof of insurance naming MAA as an additional insured.

4. **Liquidated Damages:** Damages of not less than \$200 per day against the contractor will be included in project contract documents for each day beyond 120 Calendar Days after NTP that a Notice of Substantial Completion has not been received. Exception will be granted for unforeseen events of extraordinary nature that impede the proposed construction schedule.

5. **Shade Ports:** Pending signed lease agreement, CTI may lease from MAA the asphalt area northwest of N-7 at the initial rate of \$0.09 PSFPY for the purpose of milling/constructing pavements, and erecting Shade Port structures. Any construction thereon will be subject to FAA 7460 airspace approval, engineering review, and MAA approval. It is agreed that CTI will be responsible for removal of said structure(s) if requested by MAA at such time that CTI does not renew its lease of the area.

Millington Airport Authority

Crew Training International

Barge, Waggoner, Sumner, Cannon

By: Roy Remington, C.M.,

By: Alan Mullen

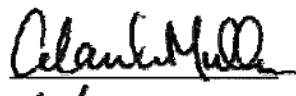
By: Randy Hudgings, P.E.

Executive Director

President

Director - Aviation Services

Signature: 

Signature: 

Signature: _____

Date: 5/9/14

Date: 5/8/2014

Date: _____

5. Tenure upon Appointment

For Approval

Presented by Karen Weddle-West

The University of Memphis Board of Trustees
Agenda Item

Date: June 6, 2017

Committee: **Academics, Research, & Student Success Committee**

Item: **Approval of Tenure upon Appointment**
i. **Dr. Aram Dobalian, Professor Director of Division of Health Systems Management and Policy**
ii. **Dr. Shelley Keith, Associate Professor Criminology and Criminal Justice**
iii. **Dr. Michael Monahan, Associate Professor Philosophy**

Recommendation: Approval

Presented by: Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Background:

Dr. Aram Dobalian will begin his position as Professor and Director of Division of Health Systems Management and Policy in the School of Public Health Fall 2017. He previously served as Director of the Veterans Emergency Management Evaluation Center at VA Greater Los Angeles Healthcare System. Dr. Dobalian's offer letter and curriculum vitae follow in Appendix D.

Dr. Shelley Keith will begin her position as Associate Professor in the Department of Criminology and Criminal Justice Fall 2017. She previously served as Associate Professor in the Department of Sociology at Mississippi State University. Dr. Keith's offer letter and curriculum vitae follow in Appendix E.

Dr. Michael Monahan will begin his position as Associate Professor in the Department of Philosophy Fall 2017. He previously served as Associate Professor of Philosophy at Marquette University. Dr. Monahan's offer letter and curriculum vitae follow in Appendix F.

Committee Recommendation:

The Academics, Research, & Student Success Committee met June 6, 2017, and recommends the board grant tenure to Drs. Dobalian, Keith, and Monahan upon appointment.

5.1. Dr. Aram Dobalian, Professor
Director of Division of Health Systems
Management and Policy

The University of Memphis School of Public Health

Memorandum

Date: April 10, 2017

From: Satish Kedia, PhD, Chair, School of Public Health Tenure and Promotion Committee

T&P Committee members: Drs. Hongmei Zhang, Kenneth Ward, Lisa Klesges, Marian Levy, and Wilfried Karmaus

To: Professor Jim Gurney, PhD, Interim Dean, School of Public Health

Re: Committee report for Dr. Aram Dobalian's tenure and promotion to Full Professor

The School of Public Health (SPH) Tenure and Promotion Committee reviewed Dr. Aram Dobalian's materials via email communication during the week of April 3, 2017 for an expedited review for his tenure. Dr. Dobalian has been offered a position of Professor and Director of Division of Health Systems Management and Policy (HSMP), starting Fall 2017. Given his current academic rank as full professor and prior work experience consistent with this rank, he is being considered for exemption from the usual six-year pre-tenure probationary period.

The review process for Dr. Dobalian was as follows: The T&P Committee for this review consisted of all tenured Full Professors in the SPH, except for the Interim Dean. Each committee member had the opportunity to review the candidate's materials. His CV and reference letters from the external reviewers received at the time of his interview for this position were circulated to the committee members. The committee members were given the option to convene a meeting, if so desired. Committee members chose to send their votes via email to the committee chair. At the end of the process, the committee chair compiled all votes and drafted this recommendation letter. All members had the opportunity to review and comment on the draft letter, ensuring that the views of all members were appropriately incorporated. This final memo represents the consensus opinion and recommendation of the T&P Committee. Dr. Dobalian's accomplishments in each of the three major areas of tenure criteria (i.e., teaching, scholarship, and service) are discussed below:

Dr. Dobalian received a PhD in Health Services Statistics in 2001 from the University of California, Los Angeles in 2001. He also has an MPH with Health Services Organization concentration from the University of California, Los Angeles in 1996 and a J.D. Law degree from Whittier Law School, Costa Mesa, CA in 1995.

Teaching and Mentorship: Dr. Dobalian has adequate experience teaching graduate level courses. He has taught three courses at the University of California, Los Angeles: Health Systems Organization and Financing (2-semester sequence), Health Services Organization, and Ethical Issues in Healthcare Policy and Management, in addition to directed student self-study and student research. At University of Florida, Dr. Dobalian taught five courses: Legal Issues and Health Administration, Legal Aspects of Health Administration, Ethical Issues in Health Administration, Community-Based Health System Analysis, and

Research Foundations of Health Policy. He has served as a member on two doctoral dissertation committees and provided mentorship to two postdoctoral fellows.

Scholarship: Dr. Dobalian's research has focused primarily on public health preparedness and response. He has obtained 19 grants, the majority of them from federal sources (VAMC, NIH, and AHRQ), as either PI or Co-PI. Dr. Dobalian has 70 peer-reviewed publications in respectable journals, 17 as first author. He also has 94 conference presentations. One reviewer commented, "Dr. Dobalian has an extremely strong research and publication portfolio, consistent in quantity and focus with our most successful peers. There is no need to restate the basic facts....highly successful grantsmanship, resulting in many millions of dollars awarded, in an increasingly competitive environment, resulting in numerous high-visibility and high-impact publications." Another reviewer wrote, "Dr. Dobalian has a most impressive resume, with 80 journal articles published or submitted, and is a leading national expert in two particular areas of public health: emergency preparedness and management, and response to public health disasters... [these publications have] allowed him to rise to national prominence and has enabled him to effect changes in the VA, nationally."

Administration and Service: Dr. Dobalian has strong leadership experience. He has been the Director of the Veterans Emergency Management Evaluation Center at the Los Angeles Veterans Administration Medical Center. This center's mission including research, education, and practice in public health emergency preparedness and response. As center director, Dr. Dobalian manages approximately two dozen faculty and staff members and oversees a \$2.5 million annual budget. He formerly was an Assistant Professor at University of Florida and Associate Director for Executive Education Programs in Healthcare Management and Policy at UCLA. In this latter role, he co-led successful accreditation efforts for CAHME and NCHL.

Dr. Dobalian has been active in service to the profession. He has served as a peer reviewer for 17 journals and a guest editor for a special issue of *Disaster Medicine and Public Health Preparedness* commemorating the 10th anniversary of 9/11. He has been a grant reviewer eight times, an abstract reviewer for conferences three times, and a textbook reviewer. In addition, he has participated in 20 workgroups and other professional associations, including four times as chair and twice as either co-chair or co-director at the national level.

Overall Summary and Recommendation: The committee felt that Dr. Dobalian's prior administrative, teaching, and research experiences will be very useful to effectively manage the HSMP division, build the Health Systems and Policy PhD program, and provide mentorship to junior faculty. In addition, his research expertise in emergency preparedness would be relevant to the Memphis community and would likely be a fundable area of research. The T&P committee agreed that Dr. Dobalian's accomplishments are consistent with expectations of the School of Public Health and The University of Memphis for tenure.

The SPH T&P Committee voted 6 Yes/0 No in favor of recommending that Dr. Dobalian to receive tenure.

The University of Memphis offers a comprehensive benefits program. To learn about the benefits available to faculty, please visit the Human Resources website at <http://bf.memphis.edu/hr/benefits/faculty.php>.

In addition to the aforementioned salary and benefits, your start-up package will include \$30,000 in discretionary seed money, office space and furniture, and a desktop computer. Discretionary funds will be housed in a School account and are expected to cover any personnel costs as well as supplies and equipment for your research endeavors.


In addition, the university will provide a one-time signing bonus of \$15,000, and a moving allowance of \$10,000. Please sign the attached moving allowance form and return it with this offer letter.

To process your appointment, an official transcript is required. Please have the institution that awarded your highest degree submit an official transcript directly to The University of Memphis, Office of Faculty Administrative Services, 374 Administration Building, Memphis, TN 38152-3120.


Shortly after you return this offer letter, you will receive an email from "Application Station" asking you to fill out a form. Please watch for this email as it triggers the final step in the hiring process.

The foregoing contract terms are contingent upon the approval of the Provost, the President of the University, and the Board of Trustees as necessary. Please return your signed acceptance as soon as possible so that processing of your appointment can proceed.

Sincerely,


James G. Gurney, Ph.D.
Professor and Interim Dean

I accept this offer of employment:


Aram Dobalian, PhD

Date 3/23/2017

THE UNIVERSITY OF
MEMPHIS
School of Public Health

March 22, 2017

Dr. Aram Dobalian
1652 Amherst Avenue
Los Angeles, CA 90025-3616

Dear Dr. Dobalian:

I am pleased to offer you an appointment as a tenured full Professor and Director of the Division of Health Systems Management and Policy in the School of Public Health at The University of Memphis. The tenure designation is pending approval of the Board of Trustees. The Director reports to and serves at the discretion of the Dean of the School of Public Health. The appointment will commence on August 21, 2017. Your compensation package will include a 9-month base salary (institutional base pay) of \$138,720 for the fall and spring semesters. The salary will be paid in twelve monthly payments, in accordance the University of Memphis policy #1613, with the first monthly payment at the end of September 2017. Starting May 2018, 10% summer salary support (\$13,872 per year) will be provided to you for the first two years of your appointment.

The research compensation program at the University of Memphis allows faculty to enhance their 9-month institutional base pay upon successful awarding of external grants and contracts. You may negotiate with your Dean to receive up to a maximum of 50% of academic year salary recovery as an additional salary amount.

Your initial effort allocation will be 35% teaching and student advising, 30% research and scholarship, and 35% administrative responsibilities directing the Division. With your input, the Dean will determine effort allocation in subsequent years. The teaching loads as stated in this letter are subject to your productivity in research and scholarship, as well as the University's financial resources.

Your primary responsibilities as Director will involve direction and further development of research and academic programs in the Division of Health Systems Management and Policy. Responsibilities will include overseeing the academic graduate programs; maintaining all requirements, regulations, and documentation required for reaccreditation by CAHME, CEPH, and SACS; managing budgets; supervising, mentoring, and evaluating faculty; participating as a member of the Dean's Executive Committee; and participating in strategic planning and implementation of programs and initiatives for the School of Public Health.

ARAM DOBALIAN

EDUCATION

- University of California, Los Angeles** Los Angeles, CA
School of Public Health
Ph.D., Health Services Research September 2001
- Dissertation: Advance directives and resource use in nursing homes.
 - Dissertation committee: Ronald M. Andersen, PhD (chair); Patricia A. Ganz, MD; Ron D. Hays, PhD; Thomas H. Rice, PhD; John F. Schnelle, PhD.
 - Cognate in Social Psychology.
- University of California, Los Angeles** Los Angeles, CA
M.P.H., Health Services Organization June 1996
- Whittier Law School** Costa Mesa, CA
J.D., Law May 1995
- Editor-in-Chief of Whittier Law Review.
- Vanderbilt University** Nashville, TN
B.S., Physics; Minor, Mathematics May 1992

HONORS AND FELLOWSHIPS

- Department of Veterans Affairs**
- Special Contribution Award, Emergency Management Strategic Healthcare Group/VA Office of Public Health and Environmental Hazards, 2009, 2010 (contributions to research on emergency management within VA)
 - Performance Award, VA Greater Los Angeles Healthcare System, 2011
- University of California, Los Angeles**
- UCLA Graduate Division Research and Conference Grant, 1999.
 - Honorable Mention, Laurence G. Branch Student Research Award (Gerontological Health Section of the American Public Health Association), 2000.
 - Agency for Healthcare Research and Quality Pre-doctoral Traineeship Grant, 2000-01.
 - Delta Omega Honorary Society in Public Health, 2007; Inducted as a faculty member in honor of teaching and research in public health.
 - Upsilon Phi Delta National Academic Honor Society in Healthcare Administration, 2010.

Whittier Law School

- Eugene S. Mills Scholarship, 1994-95.
- Whittier Law Review: Editor-in-Chief, 1994-95; Member, 1993-95
- Moot Court Honors Board, 1994-95.
- American Jurisprudence Awards: Law Review, 1994 and 1995; Moot Court Oral Argument, 1994.

Vanderbilt University

- Marvin P. Freedman Scholarship, 1987-88.

PROFESSIONAL EXPERIENCE

VA Greater Los Angeles Healthcare System Sepulveda, CA
Veterans Emergency Management Evaluation Center (VEMEC)

Director

July 2010 – present

- Directs and manages research program of 18 full-time and part-time faculty located across the nation (most hold academic appointments) and 25 additional personnel with diverse professional backgrounds. Manages annual budget of about \$2.3+ million. As the Director, oversees all of the Center's activities, including its applied research and evaluation projects. These projects are designed to build an evidence base to improve the conduct of VA's emergency management operations.
- Provides strategic planning and direction in the initiation and integration of the Center's research enterprise. Provides guidance to staff on development and coordination of research projects. Responsible for the development and implementation of the Center's strategic plan and the management of its research infrastructure and operations to assure a productive research environment. Responsible for development of marketing and dissemination program. Responsible for professional development of full-time faculty and staff. Reports to the Steering Committee of VEMEC.
- My research primarily focuses on public health preparedness and response, including the development of performance metrics, community health resilience, leadership, facility evacuation, workforce readiness, and behavioral health.
- VA funded little research on disasters prior to a consensus development effort I proposed and led during 2008 and 2009. In 2008, sought and obtained support from senior leaders of multiple VA program offices in Washington, DC, for a strategic plan to position VA as a national leader in disaster research by having VA serve as a "laboratory" for developing evidence-based emergency management practices. Brought together researchers, emergency management practitioners, clinicians, and academicians from VA, NIH, AHRQ, CDC, ASPR, DoD, various CDC-funded university preparedness centers, state public health departments, and other organizations to identify strategic priorities for a VA research agenda and propose

options for building disaster research capacity within VA. Ultimately led to the founding of VEMEC.

- VEMEC's work focuses on cutting-edge policy and operations questions that support VA's public health preparedness and response responsibilities – to ensure timely access to high quality health care for Veterans during emergencies and disasters, and to support national, state, and local emergency management, public health, safety, and homeland security efforts.

VA Greater Los Angeles Healthcare System Sepulveda, CA
HSR&D Center of Excellence for the Study of Healthcare Provider Behavior

Research Health Scientist July 2004 – present

- Principal Investigator on VA and other federally-funded grants.
- Merit Review Entry Program (Career Award) recipient (July 2004 - Sept. 2007).

University of California, Los Angeles Los Angeles, CA
Department of Health Policy and Management at
Jonathan and Karin Fielding School of Public Health
& School of Nursing

Adjunct Professor July 2015 – present

Associate Adjunct Professor July 2008 – June 2015

Assistant Adjunct Professor April 2005 – June 2008

Associate Director for Executive July 2006 – July 2007

Education Programs in Healthcare Management and Policy

Visiting Assistant Professor September 2004 – April 2005

- Secondary Appointment in Nursing effective July 2011.
- Teaching and mentoring/advising responsibilities for graduate-level Executive Master of Public Health (EMPH) program for returning professionals. Health Services Systems Track Leader: August 2005-June 2006.
- For Executive Education Programs, assisted Director with programmatic activities including strategic planning, financial and staff management, faculty recruitment and oversight (22 faculty), curriculum oversight, marketing (including advertising and branding), and student admissions, July 2006-July 2007. Co-led CAHME and NCHL accreditation efforts for EMPH program. Co-led development of Global Health Certificate Program. Worked with recruiters, executives, and managers to strengthen partnerships outside the program and build its visibility in the region.
- Committees: Admissions 2006-2009; Advisory Board for EMPH 2006-2010 (*ex-officio* 2006-2007); Healthcare Collaborative Board 2006-2007. Ad hoc committee to review future curriculum development in Dept. of Health Services self-sustaining programs, 2010.

University of Florida Gainesville, FL

**Department of Health Services Research, Management & Policy,
College of Public Health and Health Professions**

(formerly the Department of Health Services Administration, College
of Health Professions)

Assistant Professor

July 2001 – June 2004

- Research, grant-writing, teaching, and mentoring/advising responsibilities for Ph.D., Executive M.H.A., traditional M.H.A., and M.P.H. programs.
- Member, Ph.D. and M.H.A. committees. Member, Committee to Develop College of Public Health. Member, Executive Search Committee for Recruitment of Public Health Faculty. Departmental Representative, M.P.H. program. Member, Minority Mentor Program.

UCLA, School of Public Health

Los Angeles, CA

Research Associate (with Ronald M. Andersen, PhD) March 1999 – June 2000

- Secondary analysis of data from HIV Cost and Services Utilization Study (HCSUS). Examined relationships among HIV severity, oral health status, and dental services utilization using structural equation modeling (using EQS).

RAND Corporation

Santa Monica, CA

Resident Consultant (with Kimberly Jinnett, PhD) June 1999 – June 2000

- Conducted qualitative research of practitioners and administrators at organizations in Los Angeles that provide care for persons living with HIV and serious and persistent mental illness (using Atlas/ti).

**Agency for Healthcare Research and Quality
Center for Cost and Financing Studies**

Rockville, MD

Program Analyst (with D.E.B. Potter, MS)

July – October 2000

- Analyzed and edited medical provider use data from the 1996 Nursing Home Component of the Medical Expenditures Panel Survey for creation of “public use file” (using SAS and Stata). Assisted in development of imputation schemes for missing data.

Peekskill Area Health Center

Peekskill, NY

Consultant (with Robert O. Valdez, PhD)

June 1997 – Feb. 1999

- Analyzed patient-centered care models (e.g. Planetree) for implementation in clinic.

UCLA, Neuropsychiatric Institute

Los Angeles, CA

Research Associate (with Kenneth B. Wells, MD, MPH) Summer 1997

- Conducted research on state and federal legislation impacting mental health, alcohol abuse, and substance abuse.

National Health Law Program, Inc.

Los Angeles, CA

Volunteer Attorney

July – Sept. 1996

- Conducted research on section 1115 Medicaid waivers with emphasis

on adolescent health care, cultural and linguistic accessibility, and consumer involvement. Analyzed legislation governing state and local responsibility for indigent health care.

Medical Group for Eyes Los Angeles, CA
Administrative Manager 1992 – 1996
■ Management, marketing, and purchasing responsibilities.

Whittier Law Review Costa Mesa, CA
Editor-in-Chief Summer 1994 – Spring 1995
■ Planning of journal and management of editorial board and staff.
Editing. Implemented successful desktop publishing system.

RESEARCH SUPPORT (ONGOING)

- Principal Investigator and Director; Veterans Health Administration (VHA) Office of Public Health (OPH); XVA 65-020; “Veterans Emergency Management Evaluation Center (VEMEC).” 7/12/2010-9/30/2016. Total Costs: \$12,816,819 (FY10: \$26,000; FY11: \$820,000; FY12: \$2,042,692; FY13: \$2,267,000; FY14: \$3,127,127; FY15: \$2,267,000; FY16: \$2,267,000; FY17: \$2,467,000).
- VEMEC projects: “Big data” analyses of Hurricanes Ike & Sandy on health status and utilization; Manhattan VA medical center evacuation after Hurricanes Irene and Sandy; Home-based primary care (home health) preparedness and practitioner toolkit; VA and non-VA interorganizational collaboration on emergency preparedness; Team Rubicon, reintegration and readjustment to civilian life, mental health status, rapid response research; Homeless shelter continuity of operations and organizational preparedness; Toolkit to integrate the needs of the homeless into preparedness planning; VA medical center & regional network disaster readiness; ISO 9001 quality metrics & standards development for VA emergency management; Computer simulation modeling (with Sandia National Laboratories) on hospital resilience and influenza vaccination; Veteran survey of risk communication preferences and access to care; Veteran survey of community resilience; VA’s Disaster Emergency Medical Personnel System survey on training, education, and readiness to deploy for disaster response; National Call to Action to promote nursing readiness and leadership in preparedness and response; Practitioner toolkit to promote patient disaster preparedness; Porter Ranch gas leak, health status and healthcare utilization

RESEARCH SUPPORT (COMPLETED)

- National Research Service Award (Pre-doctoral Traineeship) (PI: R Andersen); 5T32HS000046-09, Agency for Healthcare Research and Quality. “UCLA/RAND Health Services Research Training Program.” 7/1/2000-6/30/2001. Total Costs: \$15,060.
- Principal Investigator; P. A. Foote Small Grants Program in Health

Outcomes and Pharmacoeconomics Research; “Palliative Care Pharmacy, ‘Winning Through Care and Consistency.’” 4/2002-4/2003. Total Costs: \$5,000.

- Co-Investigator (PI: RP Duncan); Contract No. 230-02-0006, American Medical Student Association Foundation (Health Resources and Services Administration). “Evaluation of the Leadership Seminar Series.” 10/1/2002 – 9/30/2007. Total Costs: \$194,375.
- Lead Investigator (PI: R Frank); Contract No. M0344, Florida Agency for Health Care Administration (AHCA). “Evaluation of the Bristol-Myers-Squibb sponsored Disease Management Programs for Florida Medicaid Populations.” (Lead Investigator for “Behavioral Wellness Project” – Depression Disease Management). 5/16/2003 – 6/30/2004. Total Costs: \$576,944.
- Co-Principal Investigator (PI: JCI Tsao); 1 R04RH01310, Health Resources and Services Administration (HRSA); “Impact of bioterrorism on rural mental health needs.” 9/1/2003-8/31/2004. Total Costs: \$150,000.
- Co-Investigator (PI: RP Duncan); Contract No. 230-02-0006 (1-P09OA01680-0100), Florida Agency for Health Care Administration/HRSA. Developing a Strategic Plan to Extend Health Insurance to More Floridians. 11/1/2003 – 11/30/2004. Total Costs: \$916,872.
- Co-Principal Investigator (PI: JCI Tsao); 1 R03DA017026, National Institute on Drug Abuse (NIDA); “Pain and drug abuse in HIV: Impact on health services.” 6/1/04-5/31/07. Total Costs: \$154,000.
- Principal Investigator; 1 U01HS14355, 7 U01HS014355, Agency for Healthcare Research and Quality (AHRQ); “Bioterrorism preparedness in rural and urban communities.” 9/30/2003-9/29/2007. Total Costs: \$889,072.
- Principal Investigator; MRP 03-328, Merit Review Entry Program (MREP) career development award (Primary Mentor: Lisa V. Rubenstein, MD, MSPH; Co-Mentors: Debra Saliba, MD, MPH & Elizabeth M. Yano, PhD); VHA HSR&D Service. “Advance directives and resource use in VA nursing homes.” 7/01/04-9/30/07 (Focus shifted to public health emergency preparedness in 2006). Total Costs: \$323,699 (approx.).
- Principal Investigator; RRP 06-134; VHA HSR&D Service. “Evacuation of veterans from nursing homes due To Katrina and Rita.” 10/01/06-9/30/07. Total Costs: \$49,990.
- Principal Investigator; SHP 08-159, Veterans Health Administration (VHA) Health Services Research and Development (HSR&D) Service. “Understanding Variations in the IRB Review Process: Pilot Study.” 4/1/2008-9/30/2008. Total Costs: \$74,971.
- Evaluation Manager; Office of the National Coordinator for Health Information Technology (ONCHIT) subcontract from Long Beach Network for Health; Nationwide Health Information Network Trial Implementation. 9/30/2007-9/29/2008. Total Costs: \$45,898 (subcontract costs only).

- Principal Investigator; Veterans Health Administration (VHA) Office of Public Health & Environmental Hazards (OPHEH); XVA 65-012; “Developing a Comprehensive VA Emergency Preparedness and Response Research Agenda.” 10/1/2008-9/30/2009. Total Costs: \$140,000.
- Principal Investigator; Veterans Health Administration (VHA) Office of Public Health & Environmental Hazards (OPHEH); XVA 65-012; “2010 VHA Comprehensive Emergency Management Program Evaluation and Research Conference.” 10/1/2009-9/30/2010. Total Costs: \$92,000.
- Principal Investigator; Robert Wood Johnson Foundation (RWJF); (co-PI: J. Needleman); 64104; “Inaugural Conference on Innovations in Nursing Education: Evaluation of the VA Nursing Academy.” 12/15/2008-12/14/2010. Total Costs: \$399,924.
- Principal Investigator; Veterans Health Administration (VHA) Office of Academic Affiliations (OAA) (co-PI: J. Needleman); XVA 65-010; “Program Evaluation of the VA Nursing Academy: Enhancing Academic Partnerships Program.” 10/1/2007-9/30/2013. Total Costs: \$1,882,550.
- Principal Investigator; VHA Office of Emergency Management (OEM). XVA 65-048; “Technical Assessment of the VHA EMCAP (Emergency Management Capabilities Assessment Program).” 10/1/2012-9/30/14. Total Costs: \$589,946 (FY13: \$255,593; FY14: \$334,535).
- Co-Investigator (PI: D Hall); SDR 11-39, VA HSR&D. “Describing Variation in IRB Efficiency, Quality and Procedures.” 7/1/2012-12/31/2014. Total Costs: \$7,014 (Dobalian only).
- Principal Investigator; VHA OEM. “Impact of Hurricane Sandy on Veterans: Aftermath of Hurricane Sandy on VA Users.” 6/3/2013-12/30/2015. Total Costs: \$305,000.

TEACHING EXPERIENCE

University of California, Los Angeles	Los Angeles, CA
<i>Adjunct Professor</i>	July 2015 – present
<i>Associate Adjunct Professor</i>	July 2008 – June 2015
<i>Assistant Adjunct Professor</i>	April 2005 – June 2008
<i>Visiting Assistant Professor</i>	September 2004 – April 2005
<ul style="list-style-type: none"> ■ Teaching has primarily focused on health systems, health policy, and health ethics. Currently teach two classes. Student teaching evaluations consistently rank between mean scores of 8.2 and 8.7 on a scale of 1 to 9. ■ Graduate teaching in Executive M.P.H. program; Guest lecturer for traditional (day) graduate program. ■ Courses: <u>Health Systems Organization and Financing HPM 200A</u> (formerly HS 200A) (Fall 2005, Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016). <u>Health Systems Organization and Financing HPM 200B</u> 	

(formerly HS 200B) (Winter 2005, Winter 2006, Winter 2007, Winter 2008, Winter 2009, Winter 2010, Winter 2011, Winter 2012, Winter 2013, Winter 2014, Winter 2015). Health Services Organization HPM 100 (formerly HS 100) (Spring 2007, Spring 2008, Spring 2016). Ethical Issues in Healthcare Policy & Management HPM 285 (formerly Special Topics in Health Services: Ethical Issues In Public Health HS M249L) (Spring 2007, Spring 2008, Fall 2008, Spring 2010, Spring 2011, Spring 2012, Spring 2013, Winter 2014; Winter 2015). Directed Individual Study and Research HS 596 (Spring 2007, Spring 2008, Spring 2010). Student Research Program Public Health 99 (Winter 2013).

University of Florida

Gainesville, FL

Assistant Professor

July 2001 – June 2004

- Graduate teaching in M.H.A., executive M.H.A., M.P.H. and Ph.D. programs.
- Courses: Legal Issues and Health Administration; Legal Aspects of Health Administration; Ethical Issues in Health Administration; Community-Based Health System Analysis; Research Foundations of Health Policy; Public Health Internship; Independent Study.

University of California, Los Angeles

Los Angeles, CA

Teaching Assistant (Special Reader)

September 1996 – June 2001

- Traditional MPH and MPH for Health Professionals programs.
- Courses: Practices of Evaluation in Health Services: Theory and Methodology; Health Services Organization and Financing; Health Policy Analysis and Management Techniques; Managed Health Care: Quality and Cost; Legal Environment of Health Services Management; Journal Review; Introduction to Biostatistics.

California State University, Los Angeles

Los Angeles, CA

Lecturer

January – March 2001

- Course: Community, Environmental safety, and Public Health Law.

Chapman University

Orange, CA

Lecturer

March – May 2000

- Course: Legal Aspects of Health Care.

University of Redlands

Redlands, CA

Adjunct Assistant Professor

September 1999 – February 2000

- Courses: Political and Legal Issues in Health Care Administration; Law for Business Administration.

PEER-REVIEWED ARTICLES

- 1. Dobalian A. Copyright protection for the non-literal elements of computer programs: the need for compulsory licensing. *Whittier Law Review*. 1994. 15(4):1019-1074.
- 2. Dobalian A, Rivers PA. Accountability and quality in managed care: implications for health care practitioners. *International Journal*

- of Health Care Quality Assurance. 1998. 11(4):137-142.
- 3. Dobalian A, Rivers PA. Ensuring quality and accountability in managed care. *Journal of Health and Human Services Administration*. 1998. 21(1):30-41.
- 4. Dobalian A, Andersen RM, Stein JA, Hays RD, Cunningham WE, Marcus M. The impact of HIV on oral health and subsequent use of dental services. *Journal of Public Health Dentistry*. 2003. 63(2):78-85.
- 5. Dobalian A, Tsao JCI, Radcliff TA. Diagnosed mental and physical health conditions in the United States nursing home population: Differences between urban and rural facilities. *Journal of Rural Health*. 2003. 19(4):477-483.
- 6. Dobalian A, Tsao JCI, Duncan RP. Pain and the use of outpatient services among persons with HIV: Results from a nationally representative survey. *Medical Care*. 2004. 42(2):129-138.
- 7. Tsao JCI, Dobalian A, Moreau C, Dobalian K. Stability of anxiety and depression in a national sample of adults with human immunodeficiency virus. *Journal of Nervous and Mental Disease*. 2004. 192(2):111-118.
- 8. Dobalian A. Nursing facility compliance with do-not-hospitalize orders. *The Gerontologist*. 2004. 44(2):159-165.
- 9. Johnson CE, Hedgecock DK, Oakley ML, Dobalian A, Salmon J, Hyer K, Polivka L. Predictors of lawsuit activity against nursing homes in Hillsborough County Florida. *Health Care Management Review*. 2004. 29(2):150-158.
- 10. Tsao JCI, Dobalian A, Naliboff BD. Panic disorder and pain in a national sample of HIV patients. *Pain*. 2004. 109(1-2):172-180.
- 11. Johnson CE, Dobalian A, Burkhard J, Hedgecock DK, Harman J. Factors predicting lawsuits against nursing homes in Florida 1997-2001. *The Gerontologist*. 2004. 44(3):339-347.
- 12. Johnson CE, Dobalian A, Burkhard J, Hedgecock DK, Harman J. Predicting lawsuits against nursing homes in the United States 1997-2001. *Health Services Research*. 2004. 39(6 Pt 1):1713-1732.
- 13. Johnson CE, Handberg E, Dobalian A, Gurol N, Pearson V. Improving perinatal and neonatal patient safety: The AHRQ patient safety indicators. *Journal of Perinatal and Neonatal Nursing*. 2005. Jan-Mar. 19(1):15-23.
- 14. Rivers PA, Dobalian A, Germinario FA. A review and analysis of the Clinical Laboratory Improvement Amendment of 1988: Compliance plans and enforcement policy. *Health Care Management Review*. 2005. 30(2):93-102.
- 15. Radcliff TA, Dobalian A, Duncan RP. A comparison of seasonal resident and year-round resident hospitalizations in Florida. *Florida Public Health Review*. 2005. 2:63-72.
- 16. Moseley R, Dobalian A, Hatch R. The problem with advance directives: Maybe it is the medium, not the message. *Archives of Gerontology and Geriatrics*. 2005. Sep-Oct;41(2):211-9.
- 17. Tsao JCI, Dobalian A, Myers CD, & Zeltzer LK. Pain and use of

complementary and alternative medicine in a national sample of persons living with HIV. *Journal of Pain and Symptom Management* 2005. Nov;30(5):418-432.

- 18. Tsao JCI, Dobalian A, Stein JA. Illness burden mediates the relationship between drug dependence and pain in persons living with HIV. *Pain*. 2005. Dec 15;119(1-3):124-32.
- 19. Tsao JCI, Dobalian A, Wiens BA, Gyls JA, Evans GD. Posttraumatic stress disorder in rural primary care: Improving care for mental health conditions following bioterrorism. *Journal of Rural Health*. 2006. Winter;22(1):78-82.
- 20. Dobalian A. Advance care planning documents in nursing facilities: Results from a nationally representative survey. *Archives of Gerontology and Geriatrics*. 2006. Sep-Oct;43(2):193-212.
- 21. Rivers PA, Dobalian A, Oyana TJ, Bae S. Socioeconomic determinants of planned methadone treatment. *American Journal of Health Behavior*. 2006. Sep-Oct;30(5):451-459.
- 22. Tsao JCI, Dobalian A, Wiens BA, Gyls JA, Clawson A, Brooks R. PTSD and substance use: Unrecognized sequelae of bioterrorism in primary care providers. *Southern Medical Journal*. 2006. Aug;99(8):817-22.
- 23. Radcliff TA, Dobalian A, Levy C. Do Orders Limiting Aggressive Treatment Impact Care for Acute Myocardial Infarction? *Journal of the American Medical Directors Association*. 2007 Feb;8(2):91-7. PMID: 17289538.
- 24. Tsao JCI, Stein JA, Dobalian A. Pain, problem drug use history, and aberrant analgesic use behaviors in persons living with HIV. *Pain*. 2007 Dec 15;133(1-3):128-37. Epub 2007 Apr 20. PMID: 17762692.
- 25. Dobalian A, Tsao JCI, Putzer GJ, Menendez SM. Improving rural community preparedness for the chronic health consequences of bioterrorism and other public health emergencies. *Journal of Public Health Management and Practice*. 2007. Sep-Oct;13(5):476-80. PMID: 17762692.
- 26. Dobalian A, Rivers PA. Racial and ethnic disparities in the use of mental health services. *Journal of Behavioral Health Services & Research*. 2008 Apr;35(2):128-41. Epub 2007 Dec 12. PMID: 18074230.
- 27. Dobalian A, Claver M, Fickel JJ. Hurricanes Katrina and Rita and the Department of Veterans Affairs: A Conceptual Model for Understanding the Evacuation of Nursing Homes. *Gerontology*. 2010;56(6):581-8. Epub 2010 Mar 24. PMID: 20332609.
- 28. Tsao JCI, Stein JA, Dobalian A. Sex Differences in Pain and Misuse of Prescription Analgesics Among Persons with HIV. *Pain Med*. 2010 Jun;11(6):815-24. Epub 2010 Apr 29. PMID: 20456074.
- 29. Pevnick J, Claver ML, Dobalian A, Asch SM, Stutman H, Tomines A, Fu, Jr. P. Provider Stakeholders' Perceived Benefit from a Nascent Health Information Exchange: A Qualitative Analysis. 2010 May 22. 2012 Apr, 36(2):601-13. PMID: 20703673.
- 30. Dobalian A, Claver ML, Pevnick J, Stutman H, Tomines A, Fu,

- Jr. P. Organizational Challenges in Developing One of the Nationwide Health Information Network Trial Implementation Awardees. *Journal of Medical Systems*. 2010 Jul 20. 2012 Apr, 36(2):933-40. PMID: 20703640.
- 31. Bowman CC, Johnson L, Cox M, Rick C, Dougherty M, Alt-White AC, Wyte T, Needleman J, [Dobalian A](#). The Department of Veterans Affairs Nursing Academy (VANA): Forging strategic alliances with schools of nursing to address nursing's workforce needs. *Nursing Outlook*. 2011, 59(6):299-307. PMID: 21684561.
- 32. Bossert WH, [Dobalian A](#). VA's Involvement in the Aftermath of the 9-11 Attacks. *Disaster Med Public Health Prep*. 2011 Sep;5 Suppl 2:S167. PMID: 21908691.
- 33. Subbarao I, [Dobalian A](#), James JJ. Reflections on the Discipline and Profession of Disaster Medicine and Public Health Preparedness. *Disaster Med Public Health Prep*. 2011 Sep;5 Suppl 2:S168-69. PMID: 21908692.
- 34. [Dobalian A](#), Callis R, Davey VJ. Evolution of the Veterans Health Administration's Role in Emergency Management Since September 11, 2001. *Disaster Med Public Health Prep*. 2011 Sep;5 Suppl 2:S182-84. PMID: 21908696.
- 35. [Dobalian A](#), Stein JA, Heslin KC, Riopelle D, Venkatesh B, Lanto AB, Simon B, Yano EM, Rubenstein LV. Impact of the Northridge Earthquake on the Mental Health of Veterans: Results from a Panel Study. *Disaster Med Public Health Prep*. 2011 Sep;5 Suppl 2:S220-226. PMID: 21908699.
- 36. Gin J, Chan EW, Brewster P, Mitchell MN, Ricci KA, Afable MK, [Dobalian A](#). Using Exercises to Identify Veterans Health Administration Priorities for Disaster Response: Findings from the New Madrid Earthquake Training Exercise. *Journal of Public Health Management & Practice*. 2013 Mar-Apr; 19(2):126-132. PMID: 23358290.
- 37. Heslin KC, Riopelle D, Gin J, Ordunez J, Naranjo D, [Dobalian A](#). Confidence in the fairness of local public health systems' response to disasters: The U.S. veterans perspective. *Disaster Med Public Health Prep*. 2013 Feb;7(1):75-81. PMID: 23193219.
- 38. Heslin KC, Stein JA, [Dobalian A](#), Simon B, Lanto AB, Yano EM, Rubenstein LV. Alcohol problems as a risk factor for post-disaster depressed mood among U.S. veterans. *Psychol Addict Behav*. 2013 Mar;27(1):207-13. doi: 10.1037/a0030637. Epub 2012 Oct 29. PMID: 23106638.
- 39. Claver M, [Dobalian A](#), Fickel JJ, Ricci K, Horn-Mallers M. Comprehensive care for vulnerable elderly veterans during disasters. *Arch Gerontol Geriatr*. 2013 Jan-Feb;56(1):205-13. doi: 10.1016/j.archger.2012.07.010. Epub 2012 Aug 16. PMID: 22901664.
- 40. Wyte-Lake T, Tran K, Bowman CC, Needleman J, [Dobalian A](#). A Systematic Review of Strategies to Address the Clinical Nursing Faculty Shortage. *J Nurs Educ*. 2013 May;52(5):245-52. doi: 10.3928/01484834-20130213-02. Epub 2013 Feb 13. PMID:

23402282.

- 41. Claver M, Friedman D, [Dobalian A](#), Ricci K, Horn-Mallers M. The Role of Veterans Affairs in Emergency Management: A Systematic Literature Review. *PLoS Curr.* 2012 Dec 12;4:e198d344bc40a75f927c9bc5024279815. doi: 10.1371/198d344bc40a75f927c9bc5024279815. PMID: 24678439.
- 42. Heslin KC, Gin JL, Afable MK, Ricci K, [Dobalian A](#). Personal medication preparedness among veteran and nonveteran men and women in the California population. *Prehosp Disaster Med.* 2013 Aug;28(4):359-66. doi: 10.1017/S1049023X13003506. Epub 2013 Apr 26. PMID: 23731616.
- 43. Putzer GJ, Koro-Ljungberg M, Duncan RP, [Dobalian A](#). Preparedness of rural physicians for bioterrorist events in Florida. *South Med J.* 2013 Jan;106(1):21-6. doi: 10.1097/SMJ.0b013e31827caed2. PMID: 23263309.
- 44. Heslin KC, Singzon TK, Farmer M, [Dobalian A](#), Tsao J, Hamilton AB. Therapy or threat? Inadvertent exposure to alcohol and illicit drug cues in the neighborhoods of sober living homes. *Health & Social Care in the Community* 2013; 21(5): 500-508. doi:10.1111/hsc.12040. PMID: 23551743.
- 45. Heslin KC, Guerrero E, Mitchell MN, Afable M, [Dobalian A](#). Explaining differences in hepatitis C between U.S. veterans and non-veterans in treatment for substance abuse: Results from a regression decomposition. *Substance Use & Misuse* 2013; 48(10):854-862. doi:10.3109/10826084.2013.808222. PMID: 23869458.
- 46. Wyte T, Claver M, Griffin A, [Dobalian A](#). The Role of the Home-based Provider in Disaster Preparedness of a Vulnerable Population. *Gerontology.* 2014;60(4):336-45. doi: 10.1159/000355660. Epub 2014 Jan 10. PMID: 24434836.
- 47. Wyte-Lake T, Bowman C, Needleman J, Dougherty M, Scarrott DN, [Dobalian A](#). Impact of VANA academic-practice partnership participation on educational mobility decisions and teaching aspirations of nurses. *J Prof Nurs.* 2014 Sep-Oct;30(5):383-91. doi: 10.1016/j.profnurs.2014.01.009. Epub 2014 Jan 28. PMID: 25223286.
- 48. Needleman J, Bowman CC, Wyte-Lake T, [Dobalian A](#). Faculty recruitment and engagement in academic-practice partnerships. *Nursing Education Perspectives.* 2014 Nov; 35(6):372-379. doi: 10.5480/13-1234.
- 49. Der-Martirosian C, Strine T, Atia M, Chu K, Mitchell MN, [Dobalian A](#). General Household Emergency Preparedness: A Comparison between Veterans and Non-Veterans. *Prehosp Disaster Med.* 2014 Apr;29(2):134-40. doi: 10.1017/S1049023X1400020X. Epub 2014 Mar 19. PMID: 24642181.
- 50. Der-Martirosian C, Heslin KC, Mitchell MN, Chu K, Tran K, [Dobalian A](#). Comparison of the Use of H1N1 and Seasonal Influenza Vaccinations between Veterans and non-Veterans in the United States, 2010. *BMC Public Health.* 2013 Nov 20;13(1):1082. doi:10.1186/1471-2458-13-1082. PMID: 24252569.

- 51. Gin J, Stein JA, Heslin KC, Dobalian A. Responding to Risk: Awareness and Action after the September 11, 2001 Terrorist Attacks. *Safety Science*. 2014 June; 65:86-92. doi:10.1016/j.ssci.2014.01.001.
- 52. Der-Martirosian C, Riopelle D, Naranjo D, Yano EM, Rubenstein LV, Dobalian A. Pre-earthquake Burden of Illness and Postearthquake Health and Preparedness in Veterans. *Prehosp Disaster Med*. 2014 Jun;29(3):223-9. doi: 10.1017/S1049023X14000272. Epub 2014 Apr 10. PMID: 24721119.
- 53. Zagelbaum NK, Heslin KC, Stein JA, Ruzek J, Smith RE, Nguyen T, Dobalian A. Factors influencing readiness to deploy in disaster response: findings from a cross-sectional survey of the Department of Veterans Affairs Disaster Emergency Medical Personnel System. *BMC Emerg Med*. 2014 Jul 19;14:16. doi: 10.1186/1471-227X-14-16. PMID: 25038628.
- 54. Dobalian A, Bowman CC, Wyte-Lake T, Pearson ML, Dougherty MB, Needleman J. The Critical Elements of Effective Academic-Practice Partnerships: A Framework Derived from a Case Study of the Launch Year of the Department of Veterans Affairs Nursing Academy. *BMC Nurs*. 2014 Dec 20;13(1):183. doi: 10.1186/s12912-014-0036-8. eCollection 2014. PMID: 25550686.
- 55. Ricci KA, Griffin AR, Heslin KC, Kranke D, Dobalian A. Evacuate or Shelter-in-Place? The Role of Corporate Memory and Political Environment in Hospital Evacuation Decision-making. *Prehosp Disaster Med*. 2015 Mar 18:1-6. PMID: 25783663.
- 56. Wyte-Lake T, Claver M, Dobalian A. Disaster Planning for Home Health Patients and Providers: A Literature Review of Best Practices. *Home Health Care Manag Pract*. 2015 Nov; 27(4):247-255. doi: 10.1177/1084822314567536.
- 57. Pearson ML, Wyte-Lake T, Bowman C, Needleman J, Dobalian A. Assessing the Impact of Academic-Practice Partnerships on Nursing Staff. *BMC Nurs*. 2015 May 9;14:28. doi: 10.1186/s12912-015-0085-7. eCollection 2015. PMID: 25977641.
- 58. Claver MC, Wyte-Lake T, Dobalian A. Disaster Preparedness in Home Based Primary Care: Policy and Training. *Prehosp Disaster Med*. 2015 Aug;30(4):337-43. PMID: 26087649.
- 59. Heslin KC, Gable A, Dobalian A. Special services for women in substance use disorders treatment: How does the Department of Veterans Affairs compare with other providers? *Womens Health Issues*. 2015 Nov-Dec;25(6):666-72. doi: 10.1016/j.whi.2015.07.005. Epub 2015 Aug 29. PMID: 26329259.
- 60. Wyte-Lake T, Claver M, Dobalian A. Assessing Patient Disaster Preparedness in Home Based Primary Care. *Gerontology*. 2016 Jan 27. [Epub ahead of print]. PMID: 26812437.
- 61. Gin JL, Kranke D, Saia R, Dobalian A. Disaster Preparedness in Homeless Residential Organizations in Los Angeles County: Identifying Needs, Assessing Gaps. *Nat. Hazards Rev*. 10.1061/(ASCE)NH.1527-6996.0000208 , 04015022.
- 62. Kranke D, Gin J, Saia R, Heslin K, Dobalian A. A Qualitative

- Investigation that Applies an Ecological Strengths-Based Perspective to Veterans' Experience of Reintegration into Civilian Life. *Mil Behav Health* (in press).
- 63. [Dobalian A](#). The US Department of Veterans Affairs and Sustainable Healthcare Coalitions. *Disaster Med Public Health Prep*. 2015 Dec;9(6):726-7. doi: 10.1017/dmp.2015.136. PMID: 26545196 (Invited Paper).
 - 64. Veenema TG, Griffin A, Gable AR, MacIntyre L, Simons N, Couig MP, Walsh JJ, Lavin RP, [Dobalian A](#), Larson E. Nurses as Leaders in Disaster Preparedness and Response, A Call to Action. *J Nurs Scholarsh*. 2016 Mar;48(2):187-200. doi: 10.1111/jnu.12198. Epub 2016 Feb 11. PMID: 26869230.
 - 65. [Dobalian A](#), Stein J, Radcliff TA, Riopelle D, Brewster P, Hagigi F, Der-Martirosian C. Developing Valid Measures of Emergency Management Capabilities within US Department of Veterans Affairs Hospitals: A Cross-Sectional, Confirmatory Factor Analysis. *Prehosp Disaster Med* (in press).
 - 66. Hall DE, Feske U, Hanusa BH, Ling BS, Stone RA, Gao S, Switzer GE, [Dobalian A](#), Fine MJ, Arnold RM. Prioritizing Initiatives for Institutional Review Board (IRB) Quality Improvement. *American Journal of Bioethics-Empirical Bioethics* (in press).
 - 67. Morris AM, Ricci KA, Griffin AR, Heslin KC, [Dobalian A](#). Personal and Professional Challenges Confronted by Hospital Staff Following a Natural Disaster: A Qualitative Assessment of Management Perspectives. *BMC Emergency Medicine* (2016) 16:18. doi: 10.1186/s12873-016-0082-5.
 - 68. Kranke D, Schmitz SL, Der-Martirosian C, [Dobalian A](#). Stigma as a barrier to engaging in mental health services among adolescents who survive natural disasters. *Social Work in Mental Health* (in press).
 - 69. Der-Martirosian C, Riopelle D, Gable AR, Hagigi FA, Brewster P, [Dobalian A](#). Assessing hospital disaster readiness over time at the US Department of Veterans Affairs. *Prehosp Disaster Med* (in press).
 - 70. Wyte-Lake T, Claver M, Der-Martirosian C, Davis D, [Dobalian A](#). Developing a Home-Based Primary Care Disaster Preparedness Toolkit. *Disaster Med Public Health Prep* (in press).

MANUSCRIPTS (SUBMITTED AND IN PREPARATION)

- Kranke D, Der-Martirosian C, [Dobalian A](#). Conceptual framework of self-stigma in the context of disasters (revise & resubmit to *Social Work in Mental Health*).
- [Dobalian A](#), Claver M, Riopelle D, Wyte-Lake T, Canelo I. The Development of a Veterans Health Administration Emergency Management Research Agenda (under review).
- Luck J, Hagigi FA, [Dobalian A](#). The Business Case for Hospital Preparedness (in preparation).
- DeMenno MB, Beyeler WE, Finley PD, Wyte-Lake T, [Dobalian A](#). A modeling study of public-private partnerships in influenza vaccine

distribution (in preparation).

OTHER PUBLICATIONS (ABSTRACTS, CHAPTERS, MONOGRAPHS, REPORTS)

- Tsao JCI, Dobalian A, Duncan RP. Role of pain in the use of outpatient services in a national sample of adults with HIV. Poster presented at the 22nd Annual Scientific Meeting of the American Pain Society. Chicago, IL. March 2003. Published in Journal of Pain (2003), 4(Suppl. 1):2.
- Radcliff T, Davidson G, Call K, Dobalian A. Are there geographic disparities in out-of-pocket spending by Medicare beneficiaries? University of Minnesota Rural Health Research Center Working Paper 049. October 2003.
- Dobalian A, Tsao JCI, Zeltzer LK. Pain and use of complementary and alternative medicine in a U.S. national sample of persons with HIV. Published in Journal of Pain (2005), 6(Suppl. 1):S3.
- Tsao JCI, Dobalian A, Wiens BA, Gylys JA, DeLeon JM, Menendez SM. An educational intervention to improve rural primary care providers' knowledge of PTSD following bioterrorism. Depression and Anxiety (2005), 22:242-243.
- Tsao JCI, Dobalian A, Zeltzer LK. (2006). Pain and utilization of health services. In A. Lucas (Ed.), Frontiers in Pain Research (pp. 1-26). Hauppauge, NY: Nova Science Publishers, Inc.
- Dobalian A, Tsao JCI, Zeltzer LK. (2008). Pain and use of health services among persons living with HIV. In RJ Moore (Ed.), Biobehavioral Approaches to Pain (pp. 285-320). New York, NY: Springer.
- Dobalian A. Privacy and Legal Challenges with the Use of Social Media (Chapter 5; pp. 41-48). Public Response to Alerts and Warnings Using Social Media: Report of a Workshop on Current Knowledge and Research Gaps. The National Academies Press. Washington, DC. 2013.

PRESENTATIONS AND POSTERS AT PROFESSIONAL MEETINGS

- Dobalian A. Does uninsurance increase the likelihood of inpatient stays for individuals under age 65? Poster presented at 16th annual meeting of the Association for Health Services Research. Chicago, IL. June 1999.
- Dobalian A. Individual and facility characteristics that determine completion of living wills by nursing home residents. Poster presented at 17th annual meeting of the Association for Health Services Research. Los Angeles, CA. June 2000.
- Dobalian A. Nursing home and resident characteristics that relate to differences among do-not-resuscitate orders, do-not hospitalize orders, and other directives with regard to feeding, medication or treatment. Oral presentation at 128th annual meeting of the American Public Health Association. Boston, MA. November 2000.
- Dobalian A, Andersen RM. The impact of advance directives on nursing home expenditures in the United States. Poster presented at

- 19th Annual Research Meeting of the Academy for Health Services Research and Health Policy. Washington, DC. June 2002.
- Dobalian A, Tsao JCI. A comparison of mental and physical health status among urban and rural nursing home residents in the United States. Poster presented at 19th Annual Research Meeting of the Academy for Health Services Research and Health Policy. Washington, DC. June 2002.
 - Tsao JCI, Dobalian A, Duncan RP. Role of pain in the use of outpatient services in a national sample of adults with HIV. Poster presented at the 22nd Annual Scientific Meeting of the American Pain Society. Chicago, IL. March 2003.
 - Dobalian A. Nursing facility compliance with do-not-hospitalize orders. Poster presented at the 20th Annual Research Meeting of AcademyHealth. Nashville, TN. June 2003.
 - Johnson C, Dobalian A, Burkhard J. Predicting lawsuits: A national sample of litigation activity against nursing homes. Poster presented at the 20th Annual Research Meeting of AcademyHealth. Nashville, TN. June 2003.
 - Dobalian A. Do-not-hospitalize orders and nursing homes in the United States: Prevalence and compliance in a nationally representative sample. Oral presentation at 131st Annual Meeting of the American Public Health Association. San Francisco, CA. November 2003.
 - Dobalian A, Tsao JCI. Preparedness for bioterrorist events and other public health emergencies in rural Florida. Poster presented at 21st Annual Research Meeting of AcademyHealth. San Diego, CA. June 2004.
 - Radcliff TA, Dobalian A, Duncan RP. Seasonal migration and its financial impact on Florida's hospitals. Oral presentation at CORS/INFORMS Joint International Meeting. Banff, Alberta (Canada). May 2004.
 - Radcliff TA, Dobalian A, Duncan RP. Seasonal migration of elders and its impact on hospital financial performance. Oral presentation at Gerontological Society of America. Washington, DC. November 2004.
 - Tsao JCI, Dobalian A, Wiens BA, Gylys JA, Putzer JG, Menendez SM, Evans GD. Rural primary care providers' knowledge of PTSD following bioterrorism. Poster presented at the International Society for Traumatic Stress Studies, 20th Annual Meeting, New Orleans, LA. November 2004.
 - Tsao JCI, Dobalian A, Wiens BA, Gylys JA, DeLeon JM, Menendez SM. An educational intervention to improve rural primary care providers' knowledge of PTSD following bioterrorism. Poster presented at the Anxiety Disorders Association of America, 25th Annual Meeting, Seattle, WA. March 2005.
 - Dobalian A, Tsao JCI, Myers CD, Zeltzer LK. Pain and use of complementary and alternative medicine in a U.S. national sample of persons with HIV. Oral presentation at the 24th Annual Scientific

Meeting of the American Pain Society. Boston, MA. March/April 2005.

- Dobalian A, Tsao JCI, Wiens BA, Gylys JA, Menendez SM. Knowledge of PTSD and other mental disorders following bioterrorism among primary care providers in the U.S.A. Poster presented at the 35th Annual Congress of the European Association for Behavioural and Cognitive Therapy. Thessaloniki, Greece. September 2005.
- Dobalian A. Advance directive status and mortality in nursing homes. Oral presentation at the 58th Annual Scientific Meeting of The Gerontological Society of America. Orlando, FL. November 2005.
- Radcliff TA, Dobalian A, Levy C. Do Advance Directives and Patient Preferences Influence Care? Symposia to be presented at the 59th Annual Scientific Meeting of The Gerontological Society of America. Dallas, TX. November 2006. (Dobalian A, Andersen RM. Advance Directives and Resource Use in Nursing Homes. & Radcliff TA, Dobalian A, Levy C. Do Orders Limiting Aggressive Treatment Impact Care for Acute myocardial infarction?)
- Rodriguez HR, Dobalian A, Duncan RP. Provider and administrator experiences with barriers to providing HIV prevention and treatment services in rural communities in Florida. Oral presentation at the HIV/STD Prevention in Rural Communities: Sharing Successful Strategies V. April 2007. Bloomington, IN.
- Wang M, Dobalian A, Rodriguez HR. The Six Degrees in Public Health Emergency Preparedness: Understanding How Local Agencies Collaborate in Rural Communities. Oral presentation at the 24th Annual Research Meeting of AcademyHealth. June 2007. Orlando, FL.
- Tsao JCI, Stein JA, Dobalian A. Sex differences in pain and aberrant use of prescription analgesics among persons with HIV. Poster presented at the 7th International Conference on Pain and Chemical Dependency. June 2007. New York, NY.
- Mittman BS, Dobalian A, Mittman DC, Simon BF, York LS. A Situated Learning Approach to Enhancing the Responsible Conduct of Research. Poster presented at Public Responsibility in Medicine and Research (PRIM&R) Advancing Ethical Research Conference, November 2008, Orlando, FL.
- Wyte T, Dobalian A, Bowman C, Soban L, Simon B, Friedman D, Yano E, Needleman J. Expanding the VA Workforce: Results from the Pioneer Cohort's Implementation of the VA Nursing Academy. Poster presented at the VA Greater Los Angeles Healthcare System (VAGLAHS) Research Week 2009. May 2009. Los Angeles, CA & North Hills, CA.
- Dobalian A, Mittman BS, Simon BF, York LS, Gammage C, Mittman DC. Understanding Variations in the IRB Review Process Among VA and University-Affiliated IRBs. Poster presented at the 26th AcademyHealth Annual Research Meeting, June 2009, Chicago, IL.
- Dobalian A, Bowman C, Wyte T, Soban L, Simon B, Needleman J.

An Innovative Approach to Address the Nursing Faculty Shortage: Initial Findings from the First Cohort of the VA Nursing Academy. Poster presented at the 26th AcademyHealth Annual Research Meeting, June 2009, Chicago, IL.

- Dobalian A. Introduction to Conference Goals; Toward a VHA Emergency Management Research Agenda: Presentations of Planning Group's Activities – Overview of Planning Group & Research Group Activities; Review of VA's Emergency Management Research Portfolio – Selected VA Emergency Management Studies; Research Gaps/Opportunities: Where Do We Go From Here? Charge to Workgroups. Presentations at the 1st Annual VHA Comprehensive Emergency Management Program Evaluation and Research Conference, July 21-22, 2009, Washington, DC.
- Dobalian A. Overview of VA and VA evaluation and research funding for non-VA researchers and practitioners; Discussion of VHA Comprehensive Emergency Management Program Evaluation and Research Agenda; Evacuation of Veterans from Nursing Homes Due to Katrina and Rita. Presentations at the 2nd Annual VHA Comprehensive Emergency Management Program Evaluation and Research Conference, May 4-5, 2010, Baltimore, MD.
- Dobalian A, Claver ML, Pevnick J, Stutman H., Tomines A, & Fu P. First Year Implementation Challenges in Developing the Nationwide Health Information Network. Poster presented at the 15th Annual UCLA Conference on Aging, June 2010, Los Angeles CA.
- Dobalian A, Bowman C, Wyte T, Friedman D, Simon B, Needleman J. Results from the First and Second Cohorts of the VA Nursing Academy: Using VA-Nursing School Partnerships to Reduce the Clinical Nursing Faculty Shortage. Poster presented at the 27th AcademyHealth Annual Research Meeting, June 2010, Boston, MA.
- Dobalian A, Claver M, Friedman D, Riopelle D, Wyte T, Canelo I. Toward a Veterans Health Administration Emergency Management Program Evaluation and Research Agenda. Poster presented at the 27th AcademyHealth Annual Research Meeting, June 2010, Boston, MA.
- Claver M, Friedman D, Dobalian A. Results of a Systematic Literature Review on Veterans and the Department of Veterans Affairs. Poster presented at the 35th Annual Natural Hazards Research and Application Workshop, July 2010, Broomfield, CO.
- Dobalian A, Claver M, Friedman D, Riopelle D, Wyte T, Canelo I. The Development of an Emergency Management Research Agenda for the Veterans Health Administration. Poster presented at the 35th Annual Natural Hazards Research and Application Workshop, July 2010, Broomfield, CO.
- Dobalian A, Claver M, Fickel JJ. Hurricanes Katrina and Rita: Evacuating Veterans from VA Nursing Homes. Poster presented at the 35th Annual Natural Hazards Research and Application Workshop, July 2010, Broomfield, CO.
- Tran K, Mays V, Evangelista L, Dobalian A, Andersen R. The Impact of Usual Source of Care as Predictor in Preventive Services among

Latinos in a Faith-Based Organization. Poster presented at 28th AcademyHealth Annual Research Meeting, June 2011, Seattle, WA.

- Dobalian A. Opening and closing remarks; Moderator for VA Capability Assessment Program panel; Moderator for Earthquake Response in Japan/Radiation panel. Presentations at the 3rd Annual VHA Comprehensive Emergency Management Program Evaluation and Research Conference, May 2011, Alexandria, VA.
- Dobalian A. Current and Emerging Partnership Arrangements: How Effective Are They? Panelist at the 36th Annual Natural Hazards Research and Applications Workshop, July 2011, Broomfield, CO.
- Heslin KC, Stein JA, Dobalian A, Yano E, Rubenstein L. Impact of prior alcohol abuse on depressive symptoms among Veterans after the 1994 Northridge earthquake. Oral presentation at the Addiction Health Services Research (AHSR), October 2011, Fairfax, VA.
- Claver M, Dobalian A, Fickel J, Ricci K, Horn-Mallers M. Comprehensive Care for Vulnerable Elderly Veterans During Disasters. Poster presented at Gerontological Society of America, November 2011, Boston, MA.
- Heslin K, Gin J, Riopelle D, Ricci K, Dobalian A. Confidence in the Fairness of Local Public Health Systems' Response to Disasters: The Veterans Perspective. Poster presented at the 2012 Public Health Preparedness Summit, February 2012, Anaheim, CA.
- Heslin K, Gin J, Riopelle D, Ricci K, Dobalian A. Medication Preparedness among Veteran and non-Veteran Men and Women in California. Poster presented at the 2012 Public Health Preparedness Summit, February 2012, Anaheim, CA.
- Stein JA, Heslin KC, Dobalian A, Rubenstein LV, Yano EM. Alcohol Problems and Functional Limitations Heightened Veterans' Distress after the Northridge Earthquake. Poster presented at the 24th Annual Convention of the Association for Psychological Science, May 2012, Chicago, IL.
- Heslin K, Gin J, Afable M, Ricci K, Dobalian A. Personal Medication Preparedness among Veteran and non-Veteran Men and Women in the California Population. Poster presented at the NACCHO Annual Conference 2012, July 11-13, 2012. Los Angeles, CA.
- Heslin K, Stein J, Dobalian A, Simon B, Lanto A, Yano E, Rubenstein L. Alcohol Problems as a Risk Factor for Post-Disaster Depression among U.S. Veterans. Poster presented at the Natural Hazards Research and Application Workshop, July 2012, Broomfield, CO.
- Mittman BS, Shreve ST, Ersek M, Lorenz KA, Luhrs CA, Davey VJ, Dobalian A, Lisi AJ. Innovative Research-Operations Partnerships in VHA. Workshop presented at the 2012 HSR&D/QUERI National Conference, July 2012. National Harbor, MD.
- Dobalian A, Feinberg D, Skivington S, Priselac T, Puliafito C, Sandles C (Panel Moderator), "Disaster Surge Response: Are We Ready Now?" Oral presentation at Emergency Management Community Collaborative, December 4, 2012, Los Angeles, CA.

- Dobalian A, Hagigi F, Bourg P, Der-Martirosian C, Ricci K (Panel Moderator). Partner, Plan, Prepare: Improving Hospital Disaster Response. Oral presentation at 38th Annual Natural Hazards Research and Applications Workshop. July 13-16, 2013. Broomfield, CO.
- Dobalian A. Welcome & Opening Remarks, Superstorm Sandy: The Value of Partnerships in Meeting the Immediate and Prolonged Needs of Devastated Communities (Panel Facilitator), Closing Remarks. Presentations at the 4th Annual Advancing and Redefining Communities for Emergency Management Conference. March 25-26, 2013, Washington, DC.
- Dobalian A. Welcome & Opening Remarks, Session #1: Communication & Coordination (Panel Facilitator). Presentations at Workshop on Incorporating Homeless Populations into Disaster Preparedness, Planning, and Response. March 27, 2013, Washington, DC.
- Dobalian A. EHR and HIE as Enablers of Disaster Recovery. Plenary Session Panelist ("Hot Topics in Health IT 2013"). Oral presentation at Southern California Annual Health IT Conference. April 10, 2013, Los Angeles, CA (Invited).
- Dobalian A, Ricci K, Der-Martirosian C, Vugrin E. (Moderator & Panelist). Improving the Effectiveness of Hospital Preparedness and Response for Disasters. Oral presentation at Healthcare and Public Health (HPH) Sector Fall 2013 GCC/SCC (Government Coordinating Council/Sector Coordinating Council) Joint Meeting. February 2014. Washington, DC.
- Ricci K, Parauda M, Dobalian A. (Moderator). VA NYHHS's Experience in the Wake of Superstorm Sandy: Assessing the Damage and Moving through the Initial Phases of Recovery. Oral presentation at the 2014 Public Health Preparedness Summit, April 2014, Atlanta, GA.
- Gin J, Heslin K, Wyte-Lake T, Dobalian A. Ensuring continuity of services for socially marginalized, chronically ill Veterans before and after disasters. Poster presented at the 2014 Public Health Preparedness Summit, April 2014, Atlanta, GA.
- Der-Martirosian C, Riopelle D, Dalton S, Dobalian A. Development of a VA Assessment Tool for Hospital Preparedness. Poster presented at the 2014 Public Health Preparedness Summit, April 2014, Atlanta, GA.
- Payne L, Der-Martirosian C, Chu K, Atia M, Dobalian A. Impact of Hurricane Sandy On Utilization of Health Services among VA Patients Diagnosed with PTSD. Poster presented at the 5th Annual Advancing and Redefining Communities for Emergency Management Conference. December 10-11, 2014, Los Angeles, CA.
- Radcliff TR, Chu K, Dobalian A. Patterns & Characteristics of Missed Ambulatory Care Opportunities in the VA around Hurricane Ike. Poster presented at the 5th Annual Advancing and Redefining Communities for Emergency Management Conference. December 10-11, 2014, Los Angeles, CA.

- Der-Martirosian C, Riopelle D, Dobalian A. Development of a Hospital Preparedness Assessment Tool: Lessons and Challenges. Poster presented at the 5th Annual Advancing and Redefining Communities for Emergency Management Conference. December 10-11, 2014, Los Angeles, CA.
- Yuan A, Dalton S, Chu K, Dobalian A. Patient Dispersion across 3 NY VA Medical Facilities Post-Superstorm Sandy. Poster presented at the 5th Annual Advancing and Redefining Communities for Emergency Management Conference. December 10-11, 2014, Los Angeles, CA.
- Saia R, Gin J, Kranke D, Dobalian A. Disaster Preparedness in Homeless Residential Organizations. Poster presented at the 5th Annual Advancing and Redefining Communities for Emergency Management Conference. December 10-11, 2014, Los Angeles, CA.
- Wyte-Lake T, Claver M, Dobalian A. Assessing Patient Disaster Preparedness in VHA's Home Based Primary Care (HBPC) Program. Poster presented at the 5th Annual Advancing and Redefining Communities for Emergency Management Conference. December 10-11, 2014, Los Angeles, CA.
- Yuan A, Griffin AR, Dobalian A. Impact of Hurricanes on Patient Dispersion, Disruption of Services, and Early Hospital Discharge Across VA Medical Facilities Hurricane Ike and Post-Superstorm Sandy. Poster presented at the 2015 Preparedness Summit. April 14-17, 2015. Atlanta, GA.
- Radcliff T, Griffin A, Yuan A, Dalton S, Chu K, Dobalian A. The VA, Superstorm Sandy, and Hurricane Ike: An Integrated Delivery System Responds to Disasters. Poster presented at the 2015 Preparedness Summit. April 14-17, 2015. Atlanta, GA.
- Riopelle D, Saia R, Dobalian A. Friends with Benefits: How VA Medical Centers Collaborate with Community Partners for Better Disaster Preparedness and Response. Poster presented at the 2015 Preparedness Summit. April 14-17, 2015. Atlanta, GA.
- Claver M, Wyte-Lake T, Dobalian A. Disaster Preparedness in Home Based Primary Care: Policy and Training. Poster presented at the 35th Annual California Council on Gerontology and Geriatrics. April 2015, Long Beach, CA.
- Claver M, Wyte-Lake T, Dobalian A. Evidence-Based Recommendations for Preparing Homebound Veterans for Disaster. Poster presented at the 35th Annual California Council on Gerontology and Geriatrics. April 2015, Long Beach, CA.
- Wyte-Lake T, Claver M, Dobalian A. Disaster Planning for Home Health Patients and Providers: Literature Review and Evidence-Based Recommendations for Best Practices. Poster presented at the 35th Annual California Council on Gerontology and Geriatrics. April 2015, Long Beach, CA.
- Gin JL, Levine C, Canavan D, Gable A, Atia M, Dobalian A. Disaster Planning Toolkit for Homeless Populations and their Community Providers. Oral presentation at the 40th Annual Natural Hazards

Research & Applications Workshop, July 2015, Broomfield, CO.

- Kranke D, Gin J, Saia R, Dobalian A. Reintegration Experience among Veterans Volunteering In Disaster Relief. Poster presented at the 40th Annual Natural Hazards Research & Applications Workshop, July 2015, Broomfield, CO.
- Der-Martirosian C, Yuan A, Dalton S, Dobalian A. Utilization of Healthcare Services after Hurricane Sandy: The Manhattan VA Medical Center and Telehealth. Oral presentation at the 143rd Annual meeting of the American Public Health Association. Chicago, IL. November 2015.
- Wyte-Lake T, Claver M, Dobalian A. Identified Gaps in Home Health Agency Disaster Preparedness Protocols. Poster presented at the 143rd Annual meeting of the American Public Health Association. Chicago, IL. November 2015.
- Dobalian A, Griffin A, Chu K, Yuan A. Hospital Readmissions Following Early Discharge in Anticipation of a Hospital Evacuation: Hurricane Sandy and the US Department of Veterans Affairs. Poster presented at the 143rd Annual meeting of the American Public Health Association. Chicago, IL. November 2015.
- Gin J, Gable A, Atia M, Dobalian A. Disaster Planning Toolkit for Homeless Veterans and their Community Providers. Poster presented at the 143rd Annual meeting of the American Public Health Association. Chicago, IL. November 2015.
- Dobalian A. Welcome & Opening Remarks; Moderator for Building and Maintaining Resiliency Panel; Panelist for Disaster Care Coordination for Hospitals; Closing Remarks. Oral presentations at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference. December 1, 2015, San Diego, CA.
- Dobalian A. Moderator for Developing a Resilient Workforce – Innovations in Training & HR Policies Panel; Closing Remarks for General Session; Moderator for Measuring Readiness to Promote Resiliency – Operational Metrics and Standards Panel. Oral presentations at the 4th Annual National Healthcare Coalition Preparedness Conference. December 2-3, 2015, San Diego, CA.
- Radcliff TA, Chu K, Dobalian A. Disasters that Disrupt Veterans' Access to Ambulatory Health Care: the case of Hurricane Ike. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.
- Bai J, Griffin A, Chu K, Dobalian A. Readmissions Following Early Discharge in Anticipation of a VA Hospital Evacuation. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.
- Wyte-Lake T, Claver M, Dobalian A. Identified Gaps in Home Health

Agency Disaster Preparedness Protocols. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.

- Der-Martirosian C, Griffin A, Yuan A, Danesh S, Dobalian A. Utilization of Healthcare Services after Superstorm Sandy. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.
- Wyte-Lake T, Griffin A, Dobalian A. Supporting Patients, Families and Staff: A Complete Hospital Evacuation and Six Month Displacement. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.
- Veenema TG, Griffin A, Gable AR, MacIntyre L, Simons N, Couig MP, Walsh JJ, Lavin RP, Dobalian A, Larson E. Nurses as Leaders in Disaster Preparedness and Response: A Call to Action. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.
- Kranke D, Gin J, Saia R, Dobalian A. Reintegration Experience among Veterans Volunteering in Disaster Relief. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.
- Gin JL, Levine C, Canavan D, Gable AR, Atia M, Dobalian A. Integrating Homeless Populations into Disaster Preparedness, Response, and Recovery. Poster presented at the 6th Annual Advancing and Redefining Communities for Emergency Management Conference and the 4th Annual National Healthcare Coalition Preparedness Conference. December 1-3, 2015, San Diego, CA.
- Der-Martirosian C, Griffin A, Dobalian A. Using Outpatient Healthcare Services within VA after Hurricane Sandy. Poster presented at the 2016 Preparedness Summit. April 19-22, 2016, Dallas, TX.
- Gin J, Gable A, Atia M, Dobalian A. Toolkit for Aligning Emergency Preparedness and Homeless Service Providers. Poster presented at the 2016 Preparedness Summit. April 19-22, 2016, Dallas, TX.
- Radcliff T, Chu K, Der-Martirosian C, Dobalian A. Using Appointment-Level Data to Measure Healthcare System Preparedness and Resiliency for Common Clinic Visits. Poster presented at the 2016 Preparedness Summit. April 19-22, 2016, Dallas, TX.
- Dobalian A. Innovations within Our Communities. Invited Oral Presentation at the Disaster Health Education Symposium:

Innovations for Tomorrow. September 8, 2016. Bethesda, MD.

- Use of sequential mode approach for data collection in VA Preparedness Communication Survey (VAPC). Poster presented at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Home Health Agencies: A Disaster Preparedness Toolkit. Poster presented at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Results from the VA Preparedness Communication Survey (VAPCS): Assessing Communication Preferences among U.S. Military Veterans during Natural Disasters. Poster presented at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Comparison of Communication Preferences between Homeless and Non-homeless Veterans during Disasters. Poster presented at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Indicators of disaster resilience among U.S. Military Veterans. Poster presented at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Modeling a Hospital's Response to a Regional Infectious Disease Outbreak. Roundtable presented at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Improving veterans' access to influenza vaccination: Modeling effectiveness of public-private partnerships. Oral presentation at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Stigma experience among combat veterans engaging in disaster relief. Oral presentation at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.
- Disaster-Related Communication Behaviors and Preferences of Homeless VA Patients. Oral presentation at the Annual Meeting of the American Public Health Association. October 29-November 2, 2016. Denver, CO.

PROFESSIONAL MEMBERSHIPS AND LICENSES

- State Bar of California (12/1995-present)

PROFESSIONAL CERTIFICATIONS AND COURSES

- Professional Certification in Health Information Technology, CPHIT (11/2007-12/2009)
- Principles of Fundraising course, UCLA Extension, Summer 2014
- Certificate in General Management, UCLA Anderson School of Management Executive Program, February 2015 (non-degree certificate in general management; designed for mid to senior level executives with a minimum of 7-10 years of management experience; confers Anderson alumni status)

CONSULTING

- The Robbins Law Firm, P.L., 2003-2004
- Healthcare Ratings, Inc., 2002-2003
- Law Offices of Kubicki and Draper, 2003

OTHER PROFESSIONAL ACTIVITIES

Peer Reviewer for Professional Journals:

- Ad hoc: American Journal of Public Health; Health Psychology; Health Services Research; Journal of Behavioral Health Services & Research; Journal of Behavioral Medicine; Journal of General Internal Medicine; Journal of Health and Social Behavior; Journal of Pain; Journal of Pain and Symptom Management; Journal of Public Health Management and Practice; Journal of Rural Health; Journal of the American Geriatrics Society; Journal of the American Medical Association; The Gerontologist; Diabetes Management; Emergency Medicine Journal; BMC Emergency Medicine; Health Security.
- Guest Editor: Disaster Medicine and Public Health Preparedness, 10th Anniversary of 9-11 Special Issue, September 2011.

Grant Reviewer:

- P. A. Foote Small Grants Program in Health Outcomes and Pharmacoeconomics Research. 2003.
- NIH/NIEHS Special Emphasis Panel for the Extramural Loan Repayment Program for Clinical (NOT-OD-04-060) and Pediatric Researchers (NOT-04-61) (ZES RAM-A (L4) (S)). 2005.
- VA HSR&D Scientific Merit Review Board (SMRB). Implementation and Management Research Review Panel. March 2007, March 2008, August 2009.
- Singapore Ministry of Health, Health Services Research Grant Proposal. 2011.
- Office of the Assistant Secretary for Preparedness and Response, U.S. Department of Health and Human Services, Grants to Support Scientific Research Related to Recovery from Hurricane Sandy (EP-HIT-13-001 and EP-HIT-14-001). July 2013.
- Gulf of Mexico Research Initiative (GoMRI), 2015-2017 GoMRI Research Consortia RFP-IV. 2014.
- 2013-2014 NIH KL2 Mentored Research Career Development and TL1 Pre-doctoral Training Program Awards. Education, Career Development, and Ethics Program (ECDE) of the Southern California Clinical and Translational Science Institute (SC CTSI). Dec. 2013-Jan. 2014.
- VA HS&RD Randomized Program Evaluation Concept Papers review panel. March 2016.

Abstract Reviewer:

- VA HSR&D 2005 National Meeting.
- VHA Comprehensive Emergency Management Program Evaluation and Research (CEMPER) conference, 2010, 2011.
- 4th Annual National Healthcare Coalition Preparedness Conference 2015.

Textbook Reviewer:

- Jossey-Bass (Vulnerable Populations in the United States by Shi L, Stevens GD. 2004. San Francisco, CA.)

Dissertation Committees and Formal Mentorships:

- Dissertation Committee Special Member: Gavin J. Putzer, M.D., University of Florida, Ph.D. Committee, Feb. 2005-Aug. 2006.
- Postdoctoral Mentor, Maria Claver, PhD, MSW.
- Postdoctoral Mentor, Kim Tran, PhD, RN, APN-C, PhD Advanced Fellowship Program in Health Services Research at VAGLAHS, 2010-2013.
- Dissertation Committee Member: Daniel Tien, MSPH, UCLA, Ph.D. Committee, 2014-present.

Workgroups and Other Professional Associations:

- Gerontological Society of America: Chair of Delirium, Depression, and Mental Health Poster Session at 58th Annual Scientific Meeting. Orlando, FL. November 2005.
- California Health Interview Survey (CHIS) 2009 Emergency Preparedness Workgroup Member, 2008-2009.
- VHA Representative and Member, Healthcare and Public Health Sector Critical Infrastructure Protection (CIP) Research and Development (R&D) / MS&A Joint Advisory Workgroup (JAWG). 2008.
- Chair, VHA Comprehensive Emergency Management Program Evaluation and Research Planning Group, 2008-09, 2009-10, 2010-11.
- Member, Board of Directors, Public Health Alumni Association, UCLA School of Public Health, 2009-2011. Responsibilities included fundraising/development, developing activities to promote the School in the local community (community engagement).
- Chair, Planning Group for the Robert Wood Johnson Foundation Inaugural Conference on Enhancing Academic Nursing entitled "Conference on Enhancing Nursing Undergraduate Teaching and Learning in the Clinical Setting: What do we know and how do we move forward?" 2009-2010.
- Content Expert, Evidence Review of the Allocation of Scarce Resources During Mass Casualty Events (MCE's), Southern

California Based Practice Center, RAND Corporation, 2010-12.
Report: Allocation of Scarce Resources During Mass Casualty Events. 2012.

- Other Federal Invited Representative, Call to Action: Include Scientific Investigations as an Integral Component of Disaster Planning and Response report of the All Hazards Science Response Working Group of the National Biodefense Science Board, 2011.
- Co-Chair, VHA Phase 2 CEMP (Comprehensive Emergency Management Program) Data Analysis Committee, 2011-12.
- Presentation Judge for Applied Management Research Project (AMR) at the UCLA Anderson School of Management, June 7, 2013.
- Member, Workgroup to Develop Recommendations for VHA Research Service Emergency Operations Plans, 2013-14.
- Member, Federal Community Health Resilience Coalition. June 2013-2015.
- Member, National Healthcare Coalition Research Center (NHCRC) Advisory Committee for the National Healthcare Coalition Preparedness Conference, 2015-present.
- Chair, Planning Group for Advancing and Redefining Communities for Emergency Management conference, 2013, 2014, 2015, 2016. Responsibilities include fundraising, program design.
- Co-Director, VAGLAHS HSR&D Associated Health Postdoctoral Fellowship Program (PhD Fellowship Program Committee in Health Services Research), 2011-present (Member 2009-present). Co-lead numerous activities to promote professional development of early and mid-career faculty.
- Advisory Committee Member, University of Colorado Natural Hazards Center, 2011-present.
- Chair, VAGLAHS Research and Development (R&D) Committee, April 2013-June 2016 (Vice-Chair July 2012-April 19, 2013). Co-Chair of R&D Research Oversight Conduct Subcommittee, July 2009-April 2013. Member, July 2008-present. R&DC acts as the governing body for research at VAGLAHS, and provides oversight, planning, and execution of the research program, one of the largest research enterprises within VA (200+ MD and PhD investigators, a \$39.7 million annual budget, and 657 projects across multiple research centers). R&DC focuses on program development (including space and resource needs), risk management, and quality and performance activities. Chair position is a senior administrative role for research at VAGLAHS. Under my tenure, we have begun to address long-standing challenges in space allocation and human resources management, and are establishing shared priorities for investment (e.g., mentorship program, bridge funding, subject recruitment coordinator, public relations) to grow the overall VAGLAHS research program.
- VHA Liaison (Subject Matter Expert), National Center for Disaster

Medicine & Public Health, Uniformed Services University of the Health Sciences, 2014-2016. In support of NCDMPH's mission to lead federal and coordinate national efforts to develop and propagate core curricula, education, training and research in all-hazards disaster health.

- Member, Planning Committee, 2nd Annual Meeting of the Society for Disaster Medicine and Public Health, 2016.
- Member, Standing Committee on Medical and Public Health Research During Large-Scale Emergency Events of the Health and Medicine Division (HMD) of the National Academy of Sciences (formerly the Institute of Medicine (IOM)), 2016-2018.

Guest Lectures and Invited Presentations:

- Lecture at UCLA. Long-Term Care. November 1, 2004. HS/PH 235. Law, Social Change, and Health Service Policy. Instructor: Ruth Roemer.
- Lectures for Los Angeles County Bar Association Bioethics Committee. January 12, 2005. March 9, 2005.
- Lecture at USC's International Public Policy and Management program for professionals from Shengzhen, China. Health Care in the U.S. August 9, 2006.
- Lecture at UCLA. End of Life. November 27, 2006. X 442 Fundamentals of Health Law and Compliance. Instructor: Lori Pelliccioni.
- Lectures at UCLA. Contracts, Contracting and Negotiation. May 10 and 17, 2007. HS 442 Managed Health Care: Quality and Cost. Instructor: Pat Parkerton.
- Lecture in Palm Desert, CA. The High Costs of Employee Healthcare: 5 Things Every Business Owner Should Know. May 17, 2007. Sponsored by Desert Commercial Bank's "Taking Care of Business Speaker Series."
- Lecture at Charles Drew University of Medicine and Science for the Minority Research Infrastructure Support Program (MRISP) Seminar Series. The VA Nursing Academy: Innovations in Nursing Education and Implications for other Health Professions. October 31, 2008.
- Lecture at California State University, Fullerton. Public Health Law and Ethics in Practice and Management. October 5, 2010. Health Science 524 Public Health Administration. Instructor: Michele M. Wood.
- Lecture at UCLA Anderson School of Management. Veterans and the Department of Veterans Affairs. Management 298D-01 Business of Healthcare: A Global Perspective. April 13, 2011. Instructor: Farhad (Fred) A. Hagigi.
- Lecture at California State University, Fullerton. Ethics in Public Health Practice and Management. October 3, 2011. Health Science

524 Public Health Administration. Instructor: Michele M. Wood.

- Lecture at California State University, Fullerton. Ethics in Public Health Practice and Management. October 8, 2012. Health Science 524 Public Health Administration. Instructor: Michele M. Wood.
- Panelist presenting “Social Media: Legal perspectives on First Responder Responsibilities,” Public Response to Alerts and Warnings Using Social Media and Associated Privacy Considerations: Current Knowledge and Research Needs: A Workshop, Computer Science and Telecommunications Board (CSTB) of the National Academies of Science, February 28-29, 2012, Irvine, CA. included in Privacy and Legal Challenges with the Use of Social Media (Chapter 5; pp. 41-48). Public Response to Alerts and Warnings Using Social Media: Report of a Workshop on Current Knowledge and Research Gaps. The National Academies Press. Washington, DC. 2013.

5.2. Dr. Shelley Keith, Associate
Professor Criminology and Criminal
Justice

THE UNIVERSITY OF MEMPHIS

Department of Criminology
and Criminal Justice

School of Urban Affairs and Public Policy

311 McCord Hall
Memphis, Tennessee
38152-3330

Office: 901/678-2737
Fax: 901/678-5279

<http://cjustice.memphis.edu>
email: cjus@memphis.edu

MEMO

TO: Provost Karen Weddle-West

FROM: *KB Turner*
KB Turner-Chair, Department of Criminology and Criminal Justice

DATE: May 9, 2017

RE: Request for Tenure upon Appointment for Dr. Shelley Keith

Our candidate, Dr. Shelley Keith, has completed the interview process for the position of Associate Professor. The members of the search committee unanimously recommended she be offered the position. I concurred with their decision. Dr. Keith has been offered the position, accepted, signed, and returned the offer letter. Given her time, experience, and productivity at Mississippi State University, where she was awarded tenure, I request immediate tenure for Dr. Keith. My rationale for this request is supported in this memo.

Dr. Keith was promoted to Associate Professor and granted tenure in 2016 in the Department of Sociology at Mississippi State University. Dr. Keith has fourteen publications, six are sole authorship or she serves as lead author. Her publications have appeared in top journals in our field. Additionally, Dr. Keith is the co-author on two publications with Dr. Robert Agnew, a leading theorist in the field of criminology. Dr. Keith's overall research agenda bodes well and will be complimentary to our Department.

It is worthy to note that Dr. Keith has expressed a sincere interest in serving as a mentor to our junior faculty in the Department. This is a critical need as there is no current senior faculty member serving in this role. Moreover, and equally worthy of mentioning, Dr. Keith has an interest in engaged scholarship and community outreach. The Department of Criminology and Criminal Justice has a rewarding and long history of working with numerous public service agencies. As chair, I have been eagerly awaiting for a tenured faculty member to continue cultivating our partnerships with community organizations. I believe Dr. Keith will serve well in this capacity.

In view of Dr. Keith's experience, scholarly work, desire to serve as a mentor to junior faculty, and work with our community partners, I request that Dr. Shelley Keith be granted immediate tenure in the Department of Criminology and Criminal Justice upon appointment at the University of Memphis.

THE UNIVERSITY OF MEMPHIS

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and Criminal Justice

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email: cjus@memphis.edu

February 3, 2017

Dr. Shelley Keith
P.O. Box 2681
Mississippi State University 39762

Dear Dr. Keith,

I am very pleased to offer you an appointment as an associate professor with immediate tenure effective September 1, 2017 in the Department of Criminology and Criminal Justice at The University of Memphis. The appointment will commence on August 21, 2017. Your compensation package will include a 9-month base salary (institutional base pay) of \$73,500.00 for the fall and spring semesters (to be paid in twelve monthly payments, in accordance with the University of Memphis policy #1613, with the first monthly payment at the end of September 2017).

In addition, the research compensation program may allow faculty to supplement their 9-month institutional base pay upon successful solicitation of external grants and contracts. This compensation would come from the salary recovery received by your department as the result of your externally funded research program.

Summer teaching is contingent upon the instructional needs of the department and minimal enrollment standards, and subject to the discretion of the department chair in assigning summer classes.

Your initial effort allocation will be 50% in teaching two courses per semester and 50% in research and scholarship. Course buyouts for funded research are to be a rate of 10% to 12.5% of institutional base pay. Your effort allocation in subsequent years will be determined by the department head (subject to approval by the dean and provost) with a minimum teaching load of two courses per semester. You may also be expected to teach at off-campus sites, depending on department needs. The teaching loads as stated in this letter are subject to your productivity in research and scholarship, as well as the University's financial resources.

The University of Memphis offers a comprehensive benefits program. To learn about the benefits available to faculty, please visit the Human Resources website at <http://bf.memphis.edu/hr/benefits/faculty.php>.

In addition to a comprehensive compensation package, the University is prepared to offer a start-up package of \$2,500.00 to be distributed over a period of two years. These funds will be housed in a departmental account, and are expected to cover any personnel costs as well as supplies and equipment for your research endeavors.

In addition, the department will provide a moving allowance of \$1,500.00. Please sign the attached moving allowance form and return it with this offer letter.

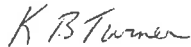
We have requested a six year tenure probation reduction upon appointment at the rank of Associate Professor, to be approved by the President, the Provost, and the University of Memphis Board of Trustees. If approved, you will have immediate tenure effective September 1, 2017.

To process your appointment, an official transcript is required. Please have the institution that awarded your highest degree submit an official transcript directly to The University of Memphis, Office of Faculty Administrative Services, 374 Administration Building, Memphis, TN 38152-3120.

Shortly after you return this offer letter, you will receive an email from "Application Station" asking you to fill out a form. Please watch for this email as it triggers the final step in the hiring process.

The foregoing contract terms are contingent upon the approval of the Provost, the President of the University, and the University of Memphis Board of Trustees, if necessary. Please return your acceptance as soon as possible so that processing of your appointment can proceed.

Sincerely,



Dr. KB Turner
Associate Professor and Chair
Department of Criminology and Criminal Justice

I accept this offer of employment:



3/3/17

Dr. Shelley Keith Date

CURRICULUM VITAE

SHELLEY KEITH

Department of Sociology
Mississippi State University
P.O. Box C
Mississippi State, MS 39762
Office: (662) 325-8621
Fax: (662) 325-4564
Email: skeith@soc.msstate.edu

ACADEMIC POSITIONS

- 2016 – present Associate Professor, Department of Sociology
Affiliate Faculty, Gender Studies Program
Mississippi State University
- 2009 – 2016 Assistant Professor, Department of Sociology
Affiliate Faculty, Gender Studies Program
Mississippi State University

EDUCATION

- May 2009 Ph.D., Sociology
Certificate in Women's Studies
Emory University
Dissertation: Self-Complexity and Crime: Extending General Strain Theory
Committee: Robert Agnew (chair), Elizabeth Griffiths, Corey Keyes,
Patricia Brennan
Comprehensive Exams: Criminology and Social Psychology
- May 1999 M.S., Sociology
Florida State University
Thesis: Gendered Judges, Judging Gender
Committee: Patricia Yancey Martin (chair), Irene Padavic, James Orcutt
- May 1996 B.A., Anthropology
Emory University

RESEARCH INTERESTS

Criminological Theory, Juvenile Delinquency,
Juvenile Justice
Gender, Race, Social Class, and Crime
Social Psychology (Identity, Emotions)
Communities and Crime
Stratification (Gender and Race/Ethnicity)

TEACHING INTERESTS

Criminological Theory, Juvenile Delinquency,
Juvenile Justice
Gender, Race, Social Class, and Crime
Social Psychology
Research Methods, Statistics
Communities and Crime

PROPOSALS UNDER REVIEW

- 2016 Taking Reasoned Action Against Biased Action: Considering the Explanatory Power of Contexts of Hate and the Reasoned Action Model to Understand the Under-Reporting of Bias Crime Victimization. Submitted to the National Institute of Justice (\$998,707), May 2015, H. Colleen Sinclair (PI), Megan Stubbs-Richardson (Co-PI), Rebecca M. Goldberg (Co-PI), Stacy H. Haynes (Co-PI), David C. May (Project Staff), **Shelley Keith** (Project Staff). Project Dates 1/1/17-12/31/19.

FUNDED RESEARCH

- 2015 Responding to Changes in Social Science Research: Data Management in an Era of Research Results Replication and Mandated Data Archiving. Ronald Cossman (PI), **Shelley Keith**, Sheeji Kathuria, Roslyn Miller, Kirsten Andrews, Anastasia Elder, Li Zhang, Nickoal Eichman, Katrina Akande, and Mary Ann Jones awarded \$2,000 from the Office of Research and Economic Development, Mississippi State University. Project Dates: 2015-2016.
- 2011 IS Security / Insider Abuse Working Group: Using Forensics and Criminology to Investigate Causes and Preventions of Insider Abuse. Merrill Warkentin (PI), Dave Dampier, **Shelley Keith**, Byron Williams, and Stacy Haynes awarded \$2,000 from the Office of Research and Economic Development, Mississippi State University. Project Dates: 2011-2012.

UNFUNDED RESEARCH

- 2015 What Predicts Victimization in School and How Does This Lead to Withdrawal and/or Aggressive Behaviors? Submitted to the National Institute of Justice (\$34,539), May 2015, **Shelley Keith** (PI).

PUBLICATIONS (*indicates student author)

- Hatice Cecen Celik* and **Shelley Keith**. "Analyzing Predictors of Bullying Victimization with Routine Activity and Social Bond Perspectives." Forthcoming at the *Journal of Interpersonal Violence*. doi:10.1177/0886260516672941.
- 2015 Heather L. Scheuerman and **Shelley Keith**. "Supporters and Restorative Justice: How Does the Intersection between Offenders, Victims, and the Community Influence Perceptions of Procedural Justice and Shaming?" *Restorative Justice: An International Journal*, 3 (1), 75-106.
- 2015 Matt Vogel and **Shelley Keith**. "Vicarious Peer Victimization and Adolescent Violence: Unpacking the Effects of Social Learning, General Strain, and Peer Group Selection." *Deviant Behavior*, 36 (10), 834-852.
- 2015 David C. May, **Shelley Keith**, Nicole E. Rader, and R. Gregory Dunaway. "Predicting Adolescent Fear of Crime Through the Lens of General Strain Theory." *Sociological Focus*, 48 (2), 172-189.

- 2015 **Shelley Keith**, Timothy E. McClure*, Lauren M. Vasquez*, M. Jason Reed*, and David C. May. "How Does Gender Identity Affect the Relationship Between Strain and Negative Emotions?" *Sociological Spectrum*, 35 (2), 179-206.
- 2015 Heather L. Scheuerman and **Shelley Keith**. "Implications of Court Versus Conference: The Relationship Between Perceptions of Procedural Justice and Shame Management." *Criminal Justice Policy Review*, 26 (2), 156-182.
- 2014 **Shelley Keith** and Elizabeth Griffiths. "Urban Code or Urban Legend: Endorsement of the Street Code Among Delinquent Youth in Urban, Suburban, and Rural Georgia." *Race and Justice: An International Journal*, 4 (30), 270-298.
- 2014 Heather L. Scheuerman and **Shelley Keith Matthews**. "The Importance of Perceptions in Restorative Justice Conferences: The Influence of Offender Personality Characteristics on Procedural Justice and Shaming." *Justice Quarterly*, 31 (5), 852-881.
- 2014 **Shelley Keith**. "How Does Self-Complexity of Identity Moderate the Relationship Between Strain and Crime?" *Deviant Behavior*, 35 (10), 759-781.
- 2013 **Shelley Keith Matthews**, Anna Krivelyova, Robert L. Stephens, and Shay Bilchik. "Juvenile Justice Contact of Youth in Systems of Care: Comparison Study Results." *Criminal Justice Policy Review*, 24(2), 142-164.
- 2011 **Shelley Keith Matthews**. "Self-Complexity and Crime: Extending General Strain Theory." *Justice Quarterly*, 28 (6), 863-902.
- 2008 **Shelley Keith Matthews** and Robert Agnew. "Extending Deterrence Theory: Do Delinquent Peers Condition the Relationship Between Perceptions of Getting Caught and Offending?" *Journal of Research in Crime and Delinquency*, 45 (2), 91-118.
- 2008 Robert Agnew, **Shelley Keith Matthews**, Jacob Bucher, Adria N. Welcher, and Corey Keyes. "Socioeconomic Status, Economic Problems, and Delinquency." *Youth and Society*, 40 (2), 159-181.
- 2002 Patricia Yancey Martin, John R. Reynolds, and **Shelley Keith**. "Gender Bias and Feminist Consciousness among Judges and Attorneys: A Standpoint Theory Analysis." *SIGNS: Journal of Women in Culture and Society*, 27 (3), 665-701.

REVISE AND RESUBMIT

Shelley Keith. "How Does Traditional Bullying and Cyberbullying Affect Fear and Coping Among Students?: An Application of General Strain Theory." Resubmitted to the *American Journal of Criminal Justice* on 9/22/16.

MANUSCRIPTS UNDER REVIEW

Kastner, Stacy, **Shelley Keith**, Laura Jean Kerr, Kristen Stives, Whitney Knight, Kiley Forsythe, Kayleigh Few, Jen Gordon, Jessica Mosely. "Reciprocity and Research at the Writing Center: An Analysis of Error Across Two Semesters of a Criminological Theory Course." Under Review at Parlor Press.

Shelley Keith and Jeannice Louine*. Strain Theory. In R. D. Morgan (Ed.), *The Sage Encyclopedia of Criminal Psychology*. Submitted on 4/1/16.

MANUSCRIPTS IN PROGRESS

Shelley Keith and Heather L. Scheuerman. "Understanding Criminal Identity and Projected Conformity in Courts and Restorative Justice Conferences: An Identity Control System Approach."

Shelley Keith and Heather L. Scheuerman. "How Does Gender Shape the Relationship Between Shame Management and Projected Conformity in Restorative Justice Conferences?"

Heather L. Scheuerman and **Shelley Keith**. "Interdependency and the Experience of Shame: How Does Gender Affect the Interpersonal Dynamics of Restorative Justice?"

Shelley Keith, Kristen L. Stives, Laura Jean Kerr, and Stacy Kastner. "What Predicts Students' Success at Writing in Writing Intensive Courses?"

Shelley Keith, David C. May, and Preston Elrod. "Examining the Impact of Strain on Perceptions of School Safety: Does Context Matter?"

Talia Nicole Gilbert, Karen Hegtvedt, Heather L. Scheuerman, **Shelley Keith**. Discerning Justice: A Quantitative Analysis of Juvenile Offenders' Perceptions of Interactional and Procedural Justice in Restorative Conferencing.

Ronald E. Cossman, **Shelley Keith**, Wesley James, and Peter Adam Albrecht. "Application of General Strain Theory to the Ultimate Health Outcome – Death."

Shelley Keith. "An Examination of the Characteristics of Strain and the Impact on Negative Emotions and Intentions to Offend."

Shelley Keith. "Assessing the Relationship Between Strain and Crime: Comparing Subjective and Objective Strain."

TECHNICAL REPORTS AND OTHER PUBLICATIONS

2015 **Shelley Keith**. "Restorative Justice: Repairing the Harm." Forthcoming in *Thinking about Corrections*. Washington, DC: National Institute of Corrections. Online Publication.

2004 **Shelley Keith Matthews**. "A Program Evaluation of Stamp Out Shoplifting." December, 2004. For Judge Robin S. Nash, Juvenile Court, Dekalb County, Georgia.

2003 **Shelley Keith Matthews**. "Georgia DJJ Population Forecast Update Report: First Six Months CY2003 (Actual Versus Forecasted Data)." August 22, 2003. For the Georgia Department of Juvenile Justice.

2003 **Shelley Keith Matthews**, Claus Tjaden, Joshua Cargile, Ann Watkins, Doug Engle, and Aaron Estis. "Georgia Department of Juvenile Justice – Service Population Forecast CY2003 Through CY2007." July 14, 2003. For the Georgia Department of Juvenile Justice.

- 2003 **Shelley Keith Matthews**. "Georgia Department of Juvenile Justice Population Forecast: Review of Methodology." July 14, 2003. For the Georgia Department of Juvenile Justice.

PRESENTATIONS (Denotes Chair or Presider)**

- 2016 Ronald E. Cossman, **Shelley Keith**, Wesley James, and Peter Adam Albrecht. Application of General Strain Theory to the Ultimate Health Outcome – Death. American Society of Criminology Annual Meetings, New Orleans, LA. November 2016.
- 2016 Heather Scheuerman and **Shelley Keith**. "The Importance of Others: How Does Gender Affect the Interpersonal Dynamics of Restorative Justice? American Society of Criminology Annual Meetings, New Orleans, LA. November 2016.
- 2016 **Shelley Keith** and Heather Scheuerman. "Understanding Criminal Identity and Projected Conformity in Courts and Restorative Justice Conferences: An Identity Approach. American Sociological Association Annual Meetings, Seattle, WA. August 2016.
- 2015 **Shelley Keith** and Heather Scheuerman. "How Does Gender Shape the Relationship Between Shame Management and Projected Conformity? American Society of Criminology Annual Meetings, Washington, DC. November 2015.
- 2015 Jeffrey T. Walker, Sally Simpson, Stacy Moak, and **Shelley Keith**. "Round Table: How Do I Mentor Graduate Students When I Was Just One Myself." American Society of Criminology Annual Meetings, Washington, DC. November 2015.
- 2015 **Shelley Keith**** and Stacy Kastner. "Creating Self-Directed Learners: Evaluating the Effectiveness of the Writing Center." Academy of Criminal Justice Sciences Annual Meetings, Orlando, FL. March 2015.
- 2014 **Shelley Keith** and Heather Scheuerman. "How Do Offender Characteristics Affect Procedural Justice and Shaming?: A Comparison of Perceptions." American Society of Criminology Annual Meetings, San Francisco, CA. November 2014.
- 2014 Heather Scheuerman and **Shelley Keith**. "Presence of Others in Restorative Justice: How Offender and Victim Influence Perceptions of Procedural Justice and Shaming." Justice Studies Association Meetings, Towson, MD. May 2014.
- 2013 **Shelley Keith**, David C. May, Nicole Rader, and Preston Elrod. "Examining the Impact of Strain on Perceptions of School Safety: Does Context Matter?" American Society of Criminology Annual Meetings. Atlanta, GA. November 2013.
- 2013 Heather Scheuerman and **Shelley Keith**. "Implications of Court versus Conference: The Relationship between Shame Management and Perceptions of Procedural Justice." American Society of Criminology Annual Meetings. Atlanta, GA. November 2013.
- 2013 **Shelley Keith****. "How Does Bullying Affect Fear and Coping?: An Application of General Strain Theory." Southern Criminal Justice Association. Virginia Beach, VA. September 2013.

- 2012 **Shelley Keith Matthews** and Heather Scheuerman. "Moral Identity and Negative Emotions: How do Reflected Appraisals affect the Propensity to Reoffend?" American Society of Criminology Annual Meetings. Chicago, IL. November 2012.
- 2012 **Shelley Keith Matthews****. "An Examination of the Characteristics of Strain and the Impact on Negative Emotions." Southern Sociological Society Annual Meetings. New Orleans, LA. March 2012.
- 2011 **Shelley Keith Matthews**** and Elizabeth Griffiths. "Who Adopts the Code of the Street?: An Analysis of Urban, Suburban, and Rural Georgia." American Society of Criminology Annual Meetings. Washington, D.C. November 2011.
- 2011 Lauren M. Vasquez, Timothy E. McClure, **Shelley Keith Matthews**, M. Jason Reed Serita Theresa Wheeler, and Angelica Phillips. "Examining the Relationship Between Gender Identity, Strain, Emotions, and Crime." American Society of Criminology Annual Meetings. Washington, D.C. November 2011.
- 2010 Heather L. Scheuerman and **Shelley Keith Matthews**. "The Role of the Offender Identity in the Restorative Justice Conference." American Society of Criminology Annual Meetings. San Francisco, CA. November 2010.
- 2010 **Shelley Keith Matthews**. "How Does Self-Complexity of Identity Buffer the Effect of Strain on Crime?" American Sociological Association Annual Meetings. Atlanta, GA. August 2010.
- 2009 **Shelley Keith Matthews****. "Assessing the Relationship Between Strain and Crime: Comparing Subjective and Objective Strain." American Society of Criminology Annual Meetings. Philadelphia, PA. November 2009.
- 2008 **Shelley Keith Matthews**. "Self-Complexity and Crime: Extending General Strain Theory." American Society of Criminology Annual Meetings. St. Louis, MO. November 2008.
- 2008 Melissa Burbank, Matt Vogel, and **Shelley Keith Matthews**. "The Effect of Individual and Peer Physical Victimization on Delinquency." - Helped with preparation of presentation but was not included on program. American Society of Criminology Annual Meetings. St. Louis, MO. November 2008.
- 2006 **Shelley Keith Matthews****. "What Explains the Code of the Street: A Test of Contextual and Compositional Explanations." American Society of Criminology Annual Meetings. Los Angeles, CA. November 2006.
- 2005 **Shelley Keith Matthews** and Robert Agnew. "Extending Deterrence Theory: Do Delinquent Peers Moderate the Relationship Between Perceptions of Getting Caught and Offending?" – Title changed from "A Theory of Explaining Serious Delinquency: An Examination of Two Samples." American Society of Criminology Annual Meetings. Toronto, Canada. November 2005.
- 2005 **Shelley Keith Matthews**. "What Factors Lead to Serious Juvenile Offending?" Southern Sociological Society Annual Meetings. Charlotte, NC. April 2005.

- 2005 Anna Krivelyova, **Shelley Keith Matthews**, and Robert Stephens. "Juvenile Justice Outcomes of Youth in Systems of Care: Comparison Study Results." A System of Care for Children's Mental Health: Expanding the Research Base Annual Meetings. Tampa, FL. March 2005.

HONORS AND AWARDS

- | | |
|-------------|---|
| 2015-2016 | Cross-College Research Grant with Ronald Cossman (PI), Sheeji Kathuria, Roslyn Miller, Kirsten Andrews, Anastasia Elder, Li Zhang, Nickoal Eichman, Katrina Akande, and Mary Ann Jones, "Responding to Changes in Social Science Research: Data Management in an Era of Research Results Replication and Mandated Data Archiving," \$2,000. |
| Summer 2012 | Selected participant: Quantitative Analysis of Crime and Criminal Justice Workshop, ICPSR Summer Program, Bureau of Justice Statistics, \$3,500 |
| 2012-2013 | Cross-College Research Grant with Merrill Warkentin (P.I.), Dave Dampier, Byron Williams and Stacy Haynes, "IS Security / Insider Abuse Working Group Using Forensics and Criminology to Investigate Causes and Preventions of Insider Abuse," \$2,000 |
| 2008-2009 | Dean's Teaching Fellowship, \$17,500 |
| 2008-2009 | Andrew W. Mellon Foundation Graduate Teaching Fellowship (declined), \$23,500 |
| 2007-2008 | Robert W. Woodruff Library Graduate Fellowship (declined), \$16,000 |
| 2007-2008 | Emory Research Support Award, \$2,846 |
| 2003-2007 | Emory Graduate Fellowship, \$15,000 |
| Fall 2006 | Professional Conference Travel Grant, \$750 |
| Summer 2006 | Culture and Social Psychology Empirical Research Grant, \$900 (Support received to produce original research for publication) |
| Fall 2005 | Professional Conference Travel Grant, \$650 |
| Spring 2005 | Professional Conference Travel Grant, \$650 |
| Fall 2004 | Violence Studies Program Grant, \$600 (Support received to evaluate the effectiveness of Dekalb County Juvenile Court anti-shoplifting program) |

TEACHING EXPERIENCE

Mississippi State University

Undergraduate Courses

- Criminological Theory
- Crime, Justice, and Inequality
- Gender, Crime, and Justice
- Criminology
- Society and the Individual

Graduate Courses

- Symbolic Interaction
- Criminological Research Methodology
- Micro-Theoretical Approaches to the Correlates of Crime
- Graduate Social Theory II

Emory University

Undergraduate Courses

- Gender and Crime
- Juvenile Delinquency

Invited Lectures

Mississippi State University

- Fall 2016 "Choosing a Committee" in *Proseminar*.
Summer 2014 "Using the Writing Center to Improve Your Students' Writing and Learning" for *Quality Enhancement Plan Maroon Institute for Writing Excellence*
Spring 2014 "Using the Writing Center to Improve Your Students' Writing and Learning" for the *The Center for Teaching Learning Brown Bag Series*
Fall 2014 "Identity negotiation and maintenance" in *Society and the Individual*
Spring 2012 "Experiments" in *Introduction to Social Research*
Spring 2011 "Strain Theories" in *Crime and Justice in America*
Fall 2010 "Social Disorganization Theory" in *Seminar in Criminology, Graduate*
Fall 2010 "Personality Traits and Crime" in *Crime and Justice in America*

Georgia State University

- Summer 2008 "What is causality? What is an experiment?" in *Research Methods in Criminal Justice*

Emory University

- Fall 2006 "Violent Youth Crime" in *Juvenile Delinquency*
Fall 2006 "Illegal Drug Use and Delinquency" in *Juvenile Delinquency*
Fall 2005 "Research Ethics" in *Social Research I*
Fall 2005 "A Review and Expansion of Deterrence Theory" in *Causes of Crime, Graduate*
Fall 2004 "Why do Some Communities Have Higher Rates of Delinquency than Others?" in *Juvenile Delinquency*
Spring 2004 "Gender Socialization" in *Introduction to Sociology*

Florida State University

- Fall 1998 "Gender and Work" in *Introductory Sociology*
Fall 1998 "Consensus and Conflict Perspectives on the Causes of Crime" in *Introductory to Sociology*

PEDAGOGICAL TRAINING

- Fall 2015 "MyCourses: Introduction to SafeAssign" workshop conducted by Tina Green, Information Technology Services, August 20, 2015.
Fall 2015 "Introduction to myCourses" workshop conducted by Tina Green, Information Technology Services, August 18, 2015.
Summer 2014 "Developing a Teaching Portfolio" 9 hour workshop conducted by Jared Keeley, The Center for Teaching and Learning, June 23, 24, 26, 2014.
Spring 2011 "Terrific Tips: Great Teaching Tips from Award Winning Faculty" workshop conducted by The Center for Teaching and Learning, Feb. 16, 2011.
Fall 2005 Sociology 767: Teaching Sociology, four hour credit course, Department of Sociology, Emory University.
Summer 2004 Teaching Assistant Training and Teaching Opportunities, The Graduate School of Arts and Sciences three-day training course, Emory University.

RESEARCH TRAINING

- 2016 "Interview and Assessment Skills" one day workshop conducted by Jennifer Cobbina and Sharon Oselin, American Society of Criminology Meetings, November 2016.
- 2016 "International Institute Learning Session" by the College of Arts & Sciences Research Series. October 2016.
- 2015 "Who's Citing You? Tracking the Impact of Your Research" by Deborah Lee, Professor and Coordinator, Graduate Student Services, Mitchell Memorial Library. April 2015.
- 2014 "Grant Writing II – The Practicum" three hour workshop conducted by Robert Porter, President of Grant-Winners Seminars. September 201
- 2012 "Maximum Likelihood Estimation" four week workshop conducted by Dean Lacy, ICPSR Summer Program.
- 2012 Selected participant: Quantitative Analysis of Crime and Criminal Justice Workshop, ICPSR Summer Program, Bureau of Justice Statistics, \$3,500 stipend.
- 2011 "Creating Effective Designs for Mixed-Mode Surveys" 3 hour workshop conducted by Don A. Dillman, October 2011.
- 2010 "Statistical Methods for Analyzing Criminological Panel Data" one day workshop conducted by David F. Greenberg, American Society of Criminology Meetings, November 2010.
- 2010 "Panel Data Analysis Using Stata" five day workshop conducted by David Drukker, ICPSR. June 2010.
- 2009 Social Science Research Center Faculty Mentoring Program, weekly workshop
- 2008 Grant Writing Forum one day workshop, Emory University. September 2008.
- 2008 Statistical Analysis Using R three day workshop conducted by Drew Linzer, Emory University. May 2008.
- 2007 Causal Inference Using Propensity Scores one day workshop conducted by Tom Loughran, American Society of Criminology Meetings. November 2007.
- 2006 Beyond OLS: An Introduction to Generalized Linear Models one day workshop conducted by David McDowall, American Society of Criminology Meetings. October 2006.
- 2006 Grant Proposal Writing one day workshop conducted by Joanna Davidson, Emory University. June 2006.
- 2006 Qualitative Research Design and Mixed Methods Design two day workshop conducted by Heather Jamerson and Lauren Rauscher, Emory University. May 2006.
- 2005 Grant Proposal Writing one day workshop conducted by Ivan Karp, Emory University. September 2005.
- 2005 "Analyzing Developmental Trajectories" three day workshop conducted by Daniel Nagin, ICPSR. June 2005.
- 2004 "Categorical Data Analysis" five day workshop conducted by Scott Long, ICPSR. July 2004
- 2003 Grant Proposal Writing one day workshop conducted by Ivan Karp, Emory University. September 2003.

PROFESSIONAL EXPERIENCE

- 2004-2008 ICF Macro; Atlanta, GA; Summer 2004, Summer 2005; Fall 2007 – Fall 2008
Research Associate
- Aided in grant writing for various program evaluations including evaluating the effectiveness of drug courts
 - Analyzed juvenile justice data for the purpose of program evaluation

- Investigated the infrastructure of state court systems for coding juvenile justice data
 - Conducted extensive literature reviews
 - Redesigned survey on adolescent delinquent behaviors
 - Collaborated in revisions in content and web-based formatting for management information system survey
- 2002-2003 Department of Juvenile Justice; Atlanta, GA; March 2002-August 2003
Statistical Research Analyst
- Conducted research studies and analyses using various analytical and statistical tools that frequently had statewide impact
 - Provided significant expertise in the area of organizational/programmatic performance measures
 - Prepared and presented findings resulting from research to department administrators, agency staff, and other entities as appropriate
 - Screened outside research request to determine reliability and validity of studies
 - Analyzed juvenile justice populations and completed projections for facility and agency capacity needs
 - Took continuing education courses on ARC View and SQL
- 2000-2002 U S. Bureau of the Census; Atlanta, GA; Jan. 2000-March 2002
Supervisory Survey Statistician
- Directed data collection processes for the National Health Interview Survey
 - Supervised over 60 Field Representatives, including hiring, training, and performance evaluations
 - Maintained the consistency, accuracy and validity of the data and suggested improvements for data collection activities based on a thorough understanding of survey concepts and the problems inherent in data collection
 - Recognized for exemplary work with three special achievement cash awards
 - Consistently attained over 93% survey response rate (second highest rate in the country)
 - Managed substantial budget (1.3 million dollars) through monitoring such costs as interviewer mileage, cost per case, training, salaries, over-time, and awards
 - Attended intensive week long training to enhance supervisory skills
- 1999-2000 Bluegreen Golf; Atlanta, GA; June 1999-Jan. 2000
Senior Research Analyst
- Assessed possible golf course community locations utilizing GIS mapping software (ScanUS)
 - Created demographic reports and maps through geocoding potential and existing markets
 - Wrote technical reports based on statistical findings and library research
 - Managed data within Excel, interfacing with mapping software
 - Traveled to sites to research potential markets
 - Took continuing education course on data management in Excel

PROFESSIONAL MEMBERSHIPS

American Society of Criminology
American Sociological Association
 Crime, Law and Deviance Section
 Social Psychology Section
Academy of Criminal Justice Sciences
Southern Sociological Society
Southern Criminal Justice Association
Alabama Mississippi Sociological Association

UNIVERSITY SERVICE

Mississippi State University, University Level

2016 - present	Search Committee, Dean of Arts and Sciences
2014 - present	ICPSR Representative
2013 - 2015	Arts & Sciences Faculty Senate Sociology Representative
2012 - 2014	Student Honor Code Council Member
2013 - (spring)	Sports Club and Facilities Coordinator Search Committee
2009 - present	Faculty Advisor for University Taiko Karate Club

Mississippi State University, Department Level

2016 - present	Tenure and Promotion Committee
2016 - present	Graduate Policies and Curriculum Committee
2016 - present	Search Committee Rural Sociology
2016 - present	Chair, Preliminary Examination Committee - Criminology
2014 - present	Ph.D. Qualifying Examination Committee - Theory & Methods/Statistics
2016 - present	Chair, Data Committee
2015 - 20016	Chair, Search Committee Rural Sociology, Community Development, and/or Sustainable Development
2015 - 2006	Sociology Awards and Recognition Committee
2009 - 2015	Preliminary Examination Committee Member - Criminology
2012 - 2014	Graduate Curriculum Committee
2010 - 2012	Ph.D. Qualifying Examination Committee - Theory & Methods/Statistics
2010 - 2012	M.S. Exit Examination Committee - Theory & Methods/Statistics
2009 - 2011	Graduate Admissions and Support Committee

Graduate Student Service, Department Level

2008 - 2009	Graduate Student Mentor; <i>Emory University</i>
2006 - 2008	Faculty Representative for Graduate Students; <i>Emory University</i>
2008 - (spring)	Discussant, Southeastern Undergraduate Sociology Symposium; <i>Emory University</i>
2006 - 2007	Graduate Student Mentor; <i>Emory University</i>
2006 - (summer)	Interim Faculty Graduate Liaison; <i>Emory University</i>
2005 - 2006	Human Subjects Committee; <i>Emory University</i>
2003 - 2004	Graduate Recruitment Committee; <i>Emory University</i>
1998 - 1999	Treasurer, Sociology Graduate Student Union; <i>Florida State University</i>

PROFESSIONAL SERVICE

2017 – 2018	Refereed Round Table Program Chair, American Sociological Association
2014 – 2015	Area Program Chair, Academy of Criminal Justice Sciences
2012 – 2013	Membership Committee, American Society of Criminology
2009 – present	Ad Hoc Reviewer for:
<i>Crime & Delinquency</i>	<i>Online Journal of Social Sciences Research</i>
<i>Criminal Justice Policy Review</i>	<i>Race and Justice</i>
<i>Criminology and Criminal Justice</i>	<i>Social Problems</i>
<i>Deviant Behavior</i>	<i>Social Psychology Quarterly</i>
<i>Gender and Society</i>	<i>Sociological Forum</i>
<i>Journal of Criminal Justice</i>	<i>Sociological Spectrum</i>
<i>Journal of Family Issues</i>	<i>Sociology Compass</i>
<i>Journal of Research in Crime and Delinquency</i>	<i>Youth and Society</i>
<i>Justice Quarterly</i>	<i>Youth Violence and Juvenile Justice</i>

GRADUATE STUDENT COMMITTEES

Dissertation Committees		Thesis Committees	
2013	Member, Scott Mathers	2014	Member, Megan Stubbs-Richardson
2015	Member, Jacqueline Chavez	2014	Chair, Hatice Celik
In progress	Member, Jason Reed	2015	Member, Kristin Stives

REFERENCES

Dr. Robert Agnew
Samuel Candler Dobbs Professor of Sociology
Department of Sociology
Emory University
1555 Dickey Drive
Atlanta, GA 30322
(404) 727-7502
bagnew@emory.edu

Dr. Elizabeth Griffiths
Associate Professor
School of Criminal Justice
Rutgers University
123 Washington Street
Newark, NJ 07102
(973) 353-3303
elizabeth.griffiths@rutgers.edu

Dr. David C. May
Professor
Department of Sociology
Mississippi State University
200 Bowen Hall P.O. Box Drawer C
Mississippi State, MS 39762
(662) 325-7877
dmay@soc.msstate.edu

Dr. Heather L. Scheuerman
Assistant Professor
Department of Justice Studies
James Madison University
Mood Hall 213, MSC 1205
Harrisonburg, Virginia 22807
(540) 568-4332
scheuehl@jmu.edu

5.3. Dr. Michael Monahan, Associate
Professor Philosophy

Dr. Karen Weddle-West, Provost
Division of Academic Affairs
360 Administration Building
University of Memphis
Memphis, TN 38152

Dear Provost Weddle-West,

The Philosophy Department requests tenure upon appointment at the rank of Associate Professor for Dr. Michael Monahan. Dr. Monahan currently holds a position of Associate Professor of Philosophy at Marquette University. An established scholar of social and political philosophy, Dr. Monahan has developed a unique and active research program in the sub-specializations of Philosophy of Race and Racism and Africana Philosophy, among other fields. Leading senior experts in these areas attest to the excellence of his scholarship, as evidenced by his glowing letters of recommendation. His success as an educator has been recognized numerous times, notably with the Helen Way Klingler Interdisciplinary Teaching Award (\$20,000) at Marquette in 2006. Having served as acting chair of his department (2013-14), as well as Director of the Africana Studies Program (2008-present), Dr. Monahan has ample administrative service experience, as well. Moreover, he has been a prime mover in the ongoing diversification of the academic field of philosophy through his conference and summer institute organizing, his activities in professional societies, and through his individual mentoring of non-traditional students of philosophy. In sum, Dr. Monahan decidedly exceeds the Tenure and Promotion standards that govern both departmental and college practices and actions on faculty rank. The Philosophy Department therefore urges his tenuring upon appointment at the rank of Associate Professor

Please let me know if you need any further information from me about Dr. Monahan's profile or accomplishments.

Cordially,



Mary Beth Mader
Professor and Chair
Department of Philosophy
mmader@memphis.edu

February 22, 2017

Dr. Michael Monahan
132 N. Jefferson St., #241
Milwaukee WI

53202

Dear Dr. Monahan:

I am very pleased to offer you an appointment as an Associate Professor with tenure in the Department of Philosophy at the University of Memphis. The appointment will commence on August 21, 2017. Your compensation package will include a 9-month base salary (institutional base pay) of \$68,000.00 for the fall and spring semesters (to be paid in twelve monthly payments, in accordance with the University of Memphis policy #1613, with the first monthly payment at the end of September 2017).

The research compensation program may allow faculty to supplement their 9-month institutional base pay upon successful solicitation of external grants and contracts. This compensation would come from the salary recovery received by your department as the result of your externally funded research program.

Summer teaching is contingent upon the instructional needs of the Department and minimal enrollment standards, and subject to the discretion of the department chair in assigning summer classes.

Your initial effort allocation will be 40% in teaching courses, 40% in research and scholarship, and 20% in service. Course buyouts for funded research are to be a rate of 10% to 12.5% of institutional base pay. Your effort allocation in subsequent years will be determined by the department head (subject to approval by the dean and provost) with a minimum teaching load of two courses per semester. You may also be expected to teach at off-campus sites, depending on department needs. The teaching loads as stated in this letter are subject to your productivity in research and scholarship, as well as the University's financial resources.

The University of Memphis offers a comprehensive benefits program. To learn about the benefits available to faculty, please visit the Human Resources website at <http://bf.memphis.edu/hr/benefits/faculty.php>.

In addition to a comprehensive compensation package, the University is prepared to offer a start-up package of \$2,500.00.

In addition, the department will provide a moving allowance of \$5,000.00. Please sign the attached moving allowance form and return it with this offer letter.

Once you have accepted the position, we will request tenure upon appointment at the rank of Associate Professor, to be approved by the Provost, the President, and the University of Memphis Board of Trustees.

To process your appointment, an official transcript is required. Please have the institution that awarded your highest degree submit an official transcript directly to The University of Memphis, Office of Faculty Administrative Services, 374 Administration Building, Memphis, TN 38152-3120.

Shortly after you return this offer letter, you will receive an email from "Application Station" asking you to fill out a form. Please watch for this email as it triggers the final step in the hiring process.

The foregoing contract terms are contingent upon the approval of the Provost, the President of the University, and the Board of Trustees, if necessary. Please return your acceptance as soon as possible so that processing of your appointment can proceed.

Sincerely,



Dr. Mary Beth Mader

I accept this offer of employment.


Dr. Michael Monahan

March 29, 2017
Date

CURRICULUM VITAE
Michael J. Monahan
Department of Philosophy, Marquette University
Office Phone: (414) 288-6947
michael.monahan@marquette.edu

Areas of Specialization:

Social and Political Philosophy, Ethics, Philosophy of Race and Racism, Africana Philosophy, Phenomenology

Areas of Concentration:

19th Century European Philosophy, Feminist Philosophy

Degrees:

B.A., Purdue University, West Lafayette, IN, Philosophy, 1995

M.A., University of Illinois at Urbana/Champaign, Philosophy, 1998

Ph.D., University of Illinois at Urbana/Champaign, Philosophy, 2003

Academic Experience:

Teaching Assistant, Philosophy, University of Illinois at Urbana/Champaign, 1996-2001

Visiting Lecturer, Philosophy, University of Nevada Las Vegas, 2001-2003

Assistant Professor, Philosophy, Marquette University, 2003-2009

Associate Professor, Philosophy, Marquette University, 2009-present

PUBLICATIONS (All Refereed)

Books

The Creolizing Subject: Race, Reason, and the Politics of Purity, Fordham University Press, 2011

Editions (Edited Volumes)

Creolizing Hegel, part of the *Creolizing the Canon* series, Rowman and Littlefield International, forthcoming March 2017 (I am the sole editor)

Chapters in Books

"Contracting Neighborhood: Social Reality and Human Nature at Work in Suburbia,"

Tensional Landscapes: The Dynamics of Boundaries and Placements, Gary Backhaus and John Murungi, eds., Lexington Books (2003), pp. 153-162.

"Reason, Race, and 'The Human Project': Sylvia Wynter, Sociogenesis, and Philosophy in the Americas," in *Philosophizing the Americas: An Inter-American Discourse*, Jacoby Adeshei Carter and Hernando A. Estévez, eds., Fordham University Press, forthcoming 2017.

"Introduction – What is Rational is Creolizing," in *Creolizing Hegel*, Michael J. Monahan, Ed., Rowman and Littlefield International, forthcoming March 2017.

Articles

"Nietzsche's Laughter, Plato's Beard,"

Dialogue, Volume 37, Nos. 2-3 (1995), pp. 57-61.

"The Person as Signatory: Contractarian Social Ontology at Work in Suburbia,"

Listening, Volume 37:2 (2003), pp. 116-135

"The Conservation of Authenticity: Political Commitment and Racial Reality," *Philosophia Africana*, Volume 8:1 (2005), pp. 37-50

"Private Property and Public Interest," *Philosophy in the Contemporary World*, Volume 12:2 (2005), pp. 17-21

"On the Question of Latin American Philosophy," *APA Newsletter on Hispanic/Latino Issues in Philosophy*, Volume 5:1, pp. 15-17

"Recognition Beyond Struggle: On a Liberatory Account of Hegelian Recognition", *Social Theory and Practice*, Volume 32:3 (2006), pp. 389-414

"Race, Colorblindness, and Continental Philosophy", *Philosophy Compass* 1 (2006): 10.1111/j.1747-9991.2006.0040.x (reprinted in Special Issue on Race, *Philosophy Compass* 3:v2, Feb. 2008)

"The Practice of Self Overcoming: Nietzschean Reflections on the Martial Arts", *The Journal of the Philosophy of Sport*, Volume 34 (2007), pp. 39-51

"Sartre's *Critique* and the Inevitability of Violence: Human Freedom in the *Milieu* of Scarcity", *Sartre Studies International*, Volume 14, Issue 2, 2008: 48-70

"The Education of Racial Perception", *Philosophy and Social Criticism*, Volume 36:2, 2010: 209-229

"Emancipatory Affect: bell hooks on Love and Liberation", in *The CLR James Journal*, Volume 17:1 (2011), pp. 102-111

"On the Politics of Purity: A Reply to Critics", book discussion of *The Creolizing Subject* in *The CLR James Journal*, Volume 18:1 (2012), pp. 217-223

"The Concept of Privilege: A Critical Appraisal", in *The South African Journal of Philosophy*, 33:1 (2014), pp. 73-83

Book Reviews

Review: Rodney C. Roberts, *Injustice and Rectification*, in *Philosophia Africana*, Volume 10:1, 2007: 69-72

"Liberalism and the Challenge of Race: Two Views" Review Essay: Derrick Darby, *Rights, Race and Recognition* and Ronald R. Sundstrom, *The Browning of America and the Evasion of Social Justice*, in *Social Theory and Practice*, Volume 36:4, 2010, pp. 689-704.

Review: Paul C. Taylor, *Race: A Philosophical Introduction*, *The South African Journal of Philosophy*, 32:3, 2013: 285-289

Review: José Medina, *The Epistemology of Resistance*, The American Philosophical Association Newsletter on Feminism and Philosophy, Volume 13:2, 2014, pp. 52-54

"Rousseau, Fanon, and the Question of Method in Political Theory," review of Jane Anna Gordon, *Creolizing Political Theory: Reading Rousseau Through Fanon*, in *Radical Philosophy Review*, 18:1, 2015: 169-173

Review: Emily Lee, ed., *Living Alterities: Phenomenology, Embodiment, and Race*, The American Philosophical Association newsletter on Feminism and Philosophy, Volume 15:1, 2015, pp. 24-27.

Miscellaneous (non-refereed) Publications

"Africana Philosophy: Globalizing the Diversity Curriculum", *Diversity & Democracy*, Volume 10:3, pp. 12-13

PARTICIPATION IN PROFESSIONAL MEETINGS AND/OR PAPERS PRESENTED

“Reason, Value, and Cross-Cultural Criticism,” Presented at the second annual Interdisciplinary Conference at the University of Southern California Saturday, April 3, 1999.

“Race, Seriality, and Authenticity,” Presented at the Brown University Phenomenology Roundtable, June 9, 2001.

“Contracting Neighbor-hood: Social Reality and Human Nature at Work in Suburbia,” Presented at Fourth Annual International Conference for the Society for Philosophy and Geography, Towson University, April 27, 2002.

“Racism and Institutional *Mis*recognition,” Presented at Second Annual Phenomenology Roundtable, Brown University, June 28, 2002.

“Philosophy and Activism,” Plenary presentation at 2002 Radical Philosophy Association Conference, Brown University, November 8, 2002

“Private property, free speech, and the ‘public good’: selfhood and political agency in a context of media monopoly,” Presented at the meeting of the Society for Philosophy in the Contemporary World at the Pacific Division meeting of the American Philosophical Association, March 28, 2003.

“Hip-Hop and Cultural Appropriation,” presented at the Marquette University conference on Hip Hop and Social Change, November 2003.

Chaired a session at the annual meeting of the Wisconsin Philosophical Association, April 2004

Chaired a session at the Conference on Caribbean Culture and Literature at Marquette University, October 2004

“Reciprocity, Assistance, and Structural Adjustment: A Phenomenology of Liberation in the Caribbean,” presented at the meeting of the Caribbean Philosophical Association in Barbados, West Indies, May 2004

Moderated session at the Conference on Caribbean Culture and Literature at Marquette University, October 2004

“Rehabilitating Whiteness: The Case of Irish Transportation,” presented at the 2nd annual meeting of the Caribbean Philosophical Association in San Juan, Puerto Rico, June 2005

“Reflections on the Question of Latin-American Philosophy”, presented at the Eastern Division meeting of the APA, New York City, December 2005

“Martial Arts as Nietzschean ‘Self-Overcoming’”, presented at the Pacific Division meeting of the APA, Portland Oregon, March 2006

“On Becoming Anti-Racist: Nietzschean Reflections on Racial Psychology”, presented at the Heretical Nietzsche Studies conference, Temple University, April 2006, and at the Central Division meeting of the APA, Chicago, April 2006

“Sartre on Scarcity and Violence”, presented at the 6th annual meeting of the Phenomenology Roundtable, Temple University, June 2006

“Scarcity, Violence, and Liberation”, presented at the 3rd annual meeting of the Caribbean Philosophical Association in Montreal, Canada, August 2006

“Racial Seeing and the Educated Palette: A Liberatory Phenomenology of Racial Perception”, presented at the California Roundtable on Philosophy and Race in San Francisco, California, September 2006

“The Education of Racial Perception”, presented at the Society for Phenomenology and Existential Philosophy in Philadelphia, Pennsylvania, October 2006

“The Education of Racial Perception”, presented at the 4th annual meeting of the Caribbean Philosophical Association in Mona, Jamaica, June 2007

“Conjuring Whiteness: Race and Irish Transportation in 17th Century Barbados”, presented at the 3rd annual Cave Hill Philosophy Symposium in Bridgetown, Barbados, August 2007

“Community, Identity, and Conflict in Theory and Practice: Exploring Urban Violence from an Interdisciplinary Perspective” presented at the annual meeting of the National Communication Association in Chicago, November 2007

“On Becoming Anti-Racist”, presented in the colloquium series of the department of History and Philosophy at the University of the West Indies, Cave Hill Campus, Barbados, February 2008

“Racial Justice and the Politics of Purity”, presented at the Central Division Meeting of the American Philosophical Society, April 2008

“Racial Justice and the Politics of Purity”, presented at the 8th annual meeting of the Phenomenology Roundtable, New York, May 2008

“History, Politics, and the Reality of Race”, presented at the 5th annual meeting of the Caribbean Philosophical Society, Guadeloupe, June 2008

“Racial Justice and the Politics of Purity”, presented at the California Roundtable on Philosophy and Race, UC Berkeley, October 2008

“What Love’s Got to Do With It: The Role of Love in bell hooks’ Philosophy of Liberation”, presented at Lewis University’s annual philosophy conference, Romeoville, Illinois, February 2008

“Race, Gender, and the Purification of Reason”, presented at the Center for Latino Policy Research, UC Berkeley, November 2009

“Race, Gender, and the Purification of Reason”, presented at the Cave Hill Philosophy Symposium, University of the West Indies, Cave Hill, Barbados, November 2009

“The Subject of Recognition: Sovereignty, Tragedy, and Race”, presented at the Universidad de los Andes in Bogota, Colombia, August 2010

“Is Race Real? Taxonomy, Meaning, and the Biology of Race”, presented as part of the Biology Department’s Colloquium series at John Carroll University, November, 2010

“Recognition, Epistemology, and Ethics”, presented at the Cave Hill Philosophy Symposium, University of the West Indies, Cave Hill, Barbados, November 2010

“Mind, Body, Identity, and the Practice of the Martial Arts: Teaching Martial Arts in a Philosophy Seminar”, presented to the Society for the Study of Philosophy and the Martial Arts at the Pacific Division meeting of the American Philosophical Association, April 2011

“Privilege, Scarcity, and Oppression”, presented to the California Roundtable for Philosophy and Race, UMass Boston, September 2011

“Author Meets Critics: *The Creolizing Subject*”, book panel presented at the Eastern Division meeting of the American Philosophical Association, Washington, D.C., December 2011

“*The Creolizing Subject: A Conversation with Michael Monahan*”, book panel presented at the Caribbean Philosophical Association, University of the West Indies St. Augustine Campus, Trinidad, July 2011

“Race, Phenomenology, and Recognition”, presented to the Phenomenology Research Group at Loyola University, Chicago, October 2012

“Maturity, Freedom, and Living Phenomenologically”, presented to the Society for Phenomenology and the Human Sciences, Rochester, New York, November 2012

“Race, Phenomenology and Recognition”, presented at the “Phenomenology and Its Futures” conference at the University of Johannesburg, Johannesburg, Republic of South Africa, March 2013

“Race, Reason, and Colonialism”, presented as part of the philosophy department colloquium series at Stellenbosch University in Stellenbosch, Republic of South Africa, April 2013

“Is Race Real? A Phenomenological Approach”, presented as part of the religion and philosophy department colloquium series at the University of the Western Cape, Cape Town, Republic of South Africa, April 2013

“On Creolization as *Telos*”, presented as part of the philosophy department colloquium series at the University of Ft. Hare, East London, Republic of South Africa, May 2013

“On Creolization as *Telos*”, presented as part of the politics department colloquium series at Rhodes University, Grahamstown, Republic of South Africa, May 2013

“Strangeness and Maturity in Samantha Vice’s ‘How Do I Live in This Strange Place?’”, presented as a public lecture at Rhodes University, Grahamstown, Republic of South Africa, May 2013

“Ontology and Race”, presented at the 20th annual Philosophy Born of Struggle Conference at Purdue University, Indiana, October 2013

“Phenomenology in the Global South: The Case of South Africa”, presented at the 10th annual meeting of the Caribbean Philosophical Association, San Juan, Puerto Rico, November 2013

“Inter-American Philosophy”, presented at the Society for the Advancement of American Philosophy, Denver, Colorado, March 2014

“Phenomenology in and of the Americas: on Sánchez’s Critique of Jorge Portilla’s *Fenomenología del Relajo*”, presented at the American Philosophical Association’s Pacific Division Meeting, San Diego, California, April 2014

“The Human after *Man*: On Sylvia Wynter’s Philosophical Anthropology,” presented at the 21st annual Philosophy Born of Struggle Conference at Paine College, Georgia, October 2014

“The Human after *Man*: On Sylvia Wynter’s Philosophical Anthropology,” presented at the 15th annual meeting of the Phenomenology Roundtable, Fresno, California, June 2015

Participant in 'Author Meets Critics' session on Neil Roberts' *Freedom as Maroonage* and LaRose Parris' *On Being Apart*, at the 22nd annual Philosophy Born of Struggle Conference at the University of Connecticut, November 2015

"Recognition and Identity: A Hegelian Response to Contemporary Critics," presented as part of the University of Kentucky's Colloquium Series, November 2015

"On Caribbean Philosophy," presented as a colloquium at Mt. Mary University, Wisconsin, November 2015.

"On 'Creolizing' Theory: Reflections on and Challenges for the South African Context," presented as part of the annual uBuntu Project meeting at the University of Venda, Thohoyandou, South Africa, July 2016.

Doctoral Committees (Completed)

Directed - Melissa Mosko, Velimir Stojkovski, Chris Kramer, Margaret Steele

2nd Reader – Jacob Held, Joseph Kranak, Colin Hahn

Committee Member - Joan Jasak (Temple University), Chad Kleist

Doctoral Committees (In Progress)

Directing – Jenn Marra

2nd Reader – Matt Peters, Jenn Fenton, Shaun Miller, Tyler Friedman, D.J. Hobbs

Committee Member - Jennifer Soerensen

TEACHING

Undergraduate Courses Taught

Phil 1001: Philosophy of Human Nature

Phil 2310: Theory of Ethics

Phil 3710: Political Philosophy

Phil 3770: Feminist Philosophy

Phil 3780: Africana Philosophy

Phil 4320: Contemporary Ethical Problems

Phil 4330: Business Ethics

Phil 4953: Undergraduate Seminar (Community and Conflict in Theory and Practice – co-taught with Dr. Sarah Feldner of the College of Communications)

Phil 4953: Undergraduate Seminar (Nietzsche's Ethics)

Phil 4953: Undergraduate Seminar (Metaphysics, Politics, and Ethics of Identity – Gender and Race)

HOPR 010: Hip-Hop, Philosophy, and Politics

HOPR 020: Philosophy and Martial Arts

Graduate Courses Taught

Phil 5953: Seminar: Metaphysics, Politics, and Ethics of Identity – Gender and Race

Phil 6460: Philosophy of Freedom

Phil 6662: Hegel

Phil 6710: Political Philosophy

Phil 6957: Text/Seminar in 19th Century Philosophy: Hegel's *Philosophy of Right*

Phil 6957: Text/Seminar in 19th Century Philosophy: Nietzsche's Ethics

Phil 6957: Text/Seminar in 19th Century Philosophy: Hegel's Logic

Phil 6959: Seminar: Philosophy of Race and Racism

Phil 6959: Seminar: Justice and the Politics of Recognition

At the University of Nevada Las Vegas

Introduction to Philosophy

Reason and Critical Thinking

Contemporary Moral Problems – "Philosophy and Race"

Honors Seminar – “Philosophy and Race”

At the University of Illinois at Urbana/Champaign

Introduction to Philosophy

Introduction to Ethics

Contemporary Moral Problems – “Philosophy and Race”

COMMITTEES AND UNIVERSITY SERVICE

University Service

Academic Director, South Africa Service Learning Program (Spring Term, 2013)

Director, University Core of Common Studies (July 2009-2012)

Member, University Assessment Committee (Fall 2009-2012)

Member, Office of International Education Faculty Advisory Committee (Fall 2009-2012)

Faculty Advisor and head instructor for (martial arts club) Kuk Sool Won of Marquette (2004-present)

Panel presenter for the 2006 “Conversations on Learning”, Marquette University, January 2006

Invited guest speaker on Freedom and Social justice at a meeting of Marquette’s JUSTICE organization, March 2006

Invited guest speaker on Violence and Identity at Marquette’s annual JUSTICE teach-in, October 2006

Committee to develop Human Rights Institute (2005-2007)

Participant in “Global Futures” program (2006-2007)

Participant in ACLU Contemplative Practice Program 2007-2008

Lead discussion on Africana Philosophy for meeting of faculty teaching in the “Diverse Cultures” knowledge area for Marquette’s Core Curriculum, November 2007

Participated in panel discussion on “Civil rights and Hip-Hop” for Multi-Cultural Urban/Suburban Emerging Leaders Program at Marquette University, November 2007

Participated in panel discussion on “Men, Masculinity, and Sexual Violence for Violence Opposition in Community Education student organization at Marquette University, November 2007

McNair Scholars Program Faculty mentor (summers of 2007, 2008, 2009, 2010)

College Service

Pre-Major Advising (2004-2010, 2014)

Committee to develop Pan-African Studies Program (2003-2004)

Committee to develop Comparative Race and Ethnic Studies Program (2006)

Committee to restructure the African-American Studies Program (2006)

Director, Africana Studies Program (2008-present)

Represented Africana Studies at “Explore the Majors Fair” (2009, 2010)

Department Service

Acting Chair (2013-14)

Chair, search committee for an external chair, 2014-15

Member, search committee for Non-Western position, 2011

Represented department at “Explore the Majors Fair” (2004, 2008)

Represented department at “Discovery Days” (2005)

Director of Placement (2004-2006)

Faculty Moderator for Philosophy Graduate Student Association (2004-2006)

Undergraduate Committee (2008-present)

Executive Committee (2005-2007, 2014-2016)

Advising of majors and graduate students (2004-present)

Presenter on diversity in the classroom at the Marquette Philosophy Department’s TA training program, August 2006, 2007, 2008, 2009, 2010, 2011, 2014

Invited guest speaker on diversity in the Curriculum for the Mellon-Sponsored seminar on teaching at Marquette University, September 2006, 2007, 2008, 2009

Presented "Philosophy of Race and Racism" for the Marquette Undergraduate Philosophy Colloquium, November 2007

Community Service

Volunteer at Riverwest Food Coop (2003-2005)

Consultant for People's Books Cooperative on the restructuring of their Philosophy selection (2007)

Professional Service

Editorial Review Board, *Creolizing the Canon* book series with Rowman and Littlefield International

Associate Editor, *Athenae Noctua*, undergraduate philosophy journal

Faculty, Caribbean Philosophical Association Summer Institute, 2016

Convener, Caribbean Philosophical Association Summer Institute, 2015

Seminar Leader, Collegium Phenomenologicum, 2014

Referee for *Hypatia*

Referee for *Philosophy and Social Criticism*

Referee for *Social Theory and Practice*

Referee for the *Journal of the Philosophy of Sport*

Referee for *Social Philosophy Today*

Referee for *Confluence: Online Journal of World Philosophies*

Referee for Duke University Press

Referee for Fordham University Press

Referee for Polity Press

Referee for Palgrave Macmillan

Referee for Routledge Press

Referee for the American Philosophical Association's Newsletter on Feminism and Philosophy

Vice President of the Caribbean Philosophical Association (2008-2013)

Treasurer of the Caribbean Philosophical Association (2013-present)

Organized and Hosted the Phenomenology Roundtable Meetings at Marquette University in 2007 and 2011

Co-Organized and Hosted the Phenomenology Roundtable 2016 meeting at the University of Connecticut

Organized and Hosted the California Roundtable on Philosophy and Race at Marquette University in 2014

MEMBERSHIP IN PROFESSIONAL SOCIETIES

Caribbean Philosophical Association

Hegel Society of America

American Philosophical Association

ACADEMIC HONORS, AWARDS, GRANTS

U of Illinois List of *Teachers Rated as Excellent* - Spring 1999

U of Illinois List of *Teachers Rated as Excellent* - Spring 2000

Straz Tower Faculty Member of the Month, November 2004

Honors Program Students' Association Faculty of the Month, November 2005

Helen Way Klingler Interdisciplinary Teaching Award (\$20,000) – 2006

Participant in NEH Summer Institute on Latin American Philosophy hosted by SUNY Buffalo, (\$3,000), 2005

Diversity Grant – hosting Lewis R. Gordon as The Ralph H. Metcalfe St. Chair (\$3,500), 2006

Appointed a Scholar of the Institute for the Study of Race and Social Thought (\$750), June 2007

Summer Faculty Fellowship (\$5,000), 2009, 2011

References

Dr. Lewis R. Gordon
Philosophy Department
University of Connecticut

Dr. Nancy Snow, Director
Institute for the Study of Human Flourishing
University of Oklahoma

Storrs, CT 06269-1054
lewis.gordon@uconn.edu

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Brown University
Box 1904
155 Angell Street
Providence, RI 02912
paget_henry@brown.edu

6. Recruitment, Enrollment and Completion Initiatives

Presented by Karen Weddle-West

The University of Memphis Board of Trustees
Agenda Item

Date: June 6, 2017

Committee: **Academics, Research, & Student Success Committee**

Item: **Enrollment and Completion Initiatives**
i. Predictive Analytics: Data Driven Enrollment Management Plan
ii. Recruitment, Retention and Student Success Initiatives
iii. Overview of UofM Global

Recommendation: Informational; no action required

Presented by: Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Background:

Through predictive analytics, James Day, Vice President and Managing Director for Hardwick Day, will present the University's strategy to optimize enrollment, scholarships and financial aid.

Dr. Karen Weddle-West will present highlights in Academic Affairs and accomplishments resulting from initiatives to increase enrollment, retention and graduation rates.

Dr. Richard L. Irwin, Vice Provost Academic Innovation and Student Support Services, will present the UofM Global initiative that offers 60 degree programs that are 100 percent online.

6.1. Predictive Analytics: Data Driven Enrollment Management Plan (James Day, Vice President and Managing Director, Hardwick Day)



EAB

Royall & Company | Hardwick Day

University of Memphis

Partnership Overview, Success and Strategic
Recommendations for Financial Aid/Enrollment Optimization

Data as of May 1, 2017

- 1 About Royall & Company
 - 2 Enrollment Landscape
 - 3 Progress and Success
 - 4 Key Findings and Recommendations
-

A Next-Generation Enrollment Management Offering Driven by Data, Technology, and Research

Infrastructure at a Worthy Scale

Massive data assets



- 1.2 billion student interactions captured annually
- 10+ years worth of longitudinal student data
- Contact with virtually all U.S. college-bound students

Deep expertise



- 25+ years experience in higher education
- Dedicated subject matter experts
- 1,000+ campaigns annually

Network-driven intelligence



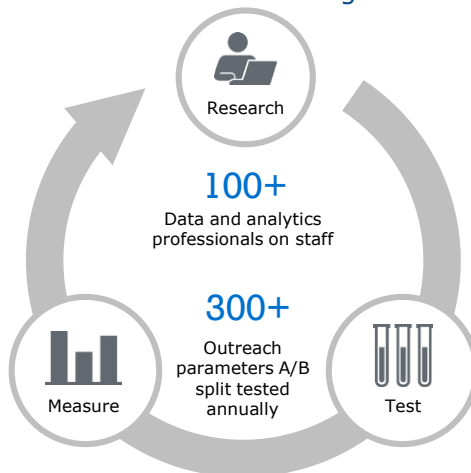
- 350+ member institutions nationwide
- 15,000 executive consultations annually
- Coordinated information-sharing across network

Proprietary methodologies



- Live, interactive financial aid modeling
- Pre- and post-enrollment data crosswalk
- Yield prediction analytics

Constant Testing



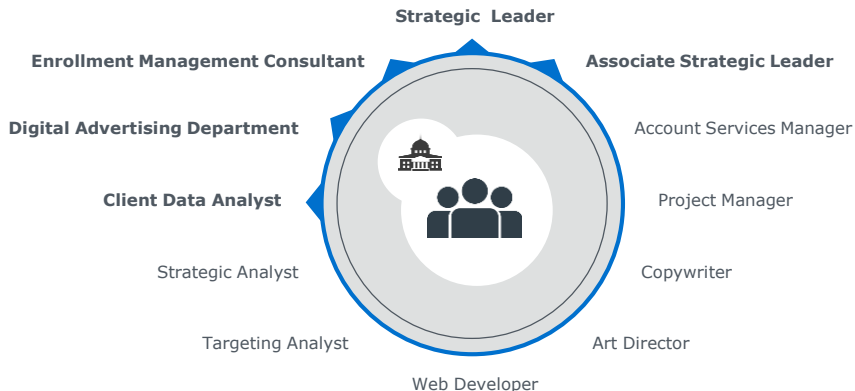
What We're Investigating Every Year

External opportunities Internal improvements

- New market openings
- New student segments
- New data sources
- Emerging channels
- New analytical approaches
- New copy and creative
- Timing and sequence
- Multichannel optimization

In Service to You—Royall Team

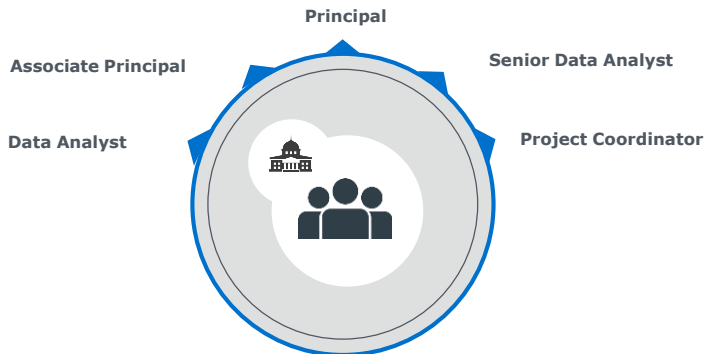
Advice and Support from Experts Covering 12+ Unique Disciplines



- 12 unique disciplines and team members
- \$1,000,000+ of unique talent focused on your programs
- Programs with proven results
- Marketplace vision
- Continuous testing and learning

In Service to You—Hardwick Day Team

Advice and Support from Experts



- 5 Team Members
- \$1,000,000+ of unique talent focused on your programs
- Programs with proven results
- Marketplace vision
- Continuous testing and learning

1

About Royall & Company

2

Enrollment Landscape

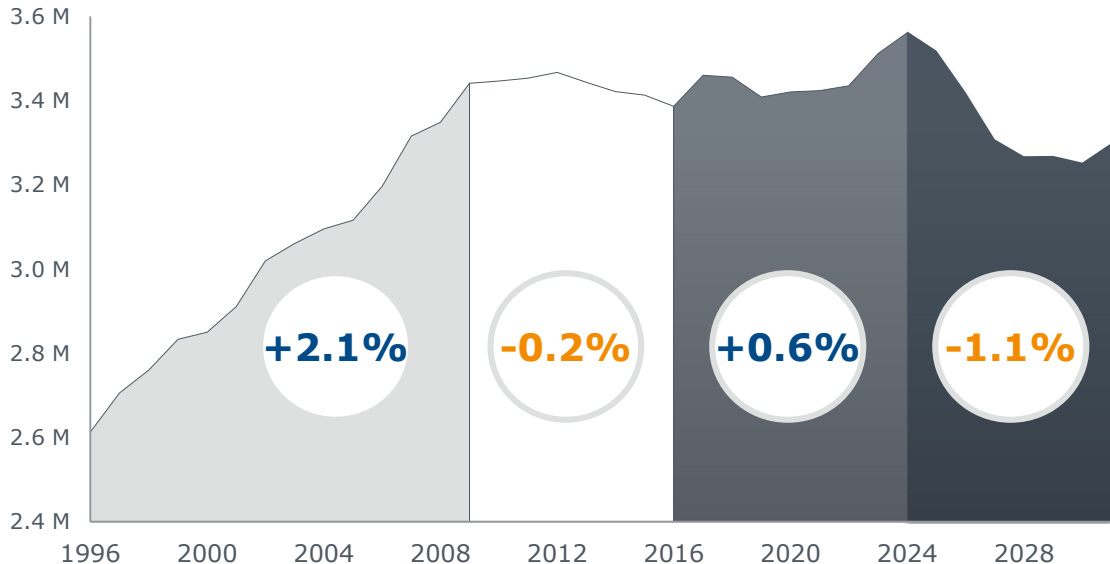
3

Progress and Success

4

Financial Aid and Enrollment Optimization

Slowing High School Graduate Growth
of U.S. High School Graduates Annually
with Average Annual Change across Selected Time Periods

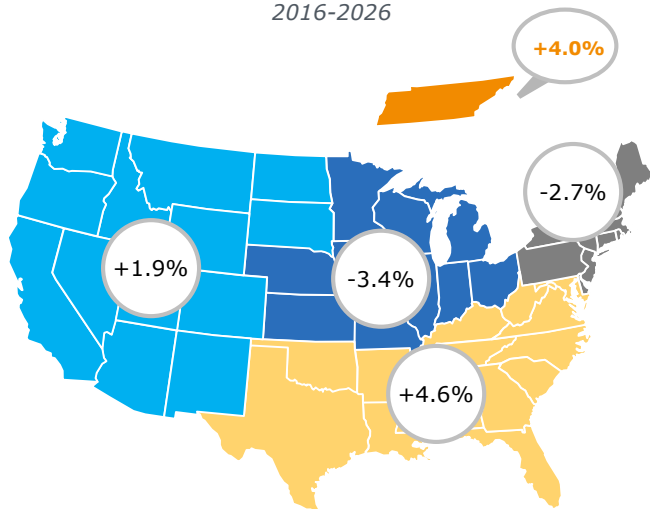


Tennessee Landscape Demographics



Mixed Demographic Fortunes

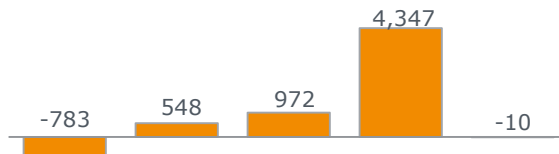
Tennessee Change in High School Graduates
2016-2026



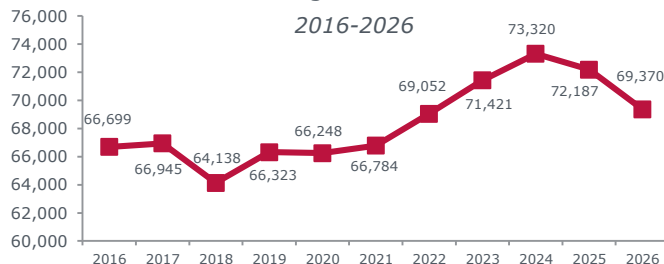
Different Distribution of Students in the Future

Tennessee Change in High School Graduates
2016-2026

Race	Change (%)
White	(-2%)
Black	(+4%)
Asian	(+72%)
Hispanic	(+126%)
Am. Indian	(-9%)



Tennessee High School Graduates
2016-2026



Keen competition for Tennessee students



**17% of Tennessee Graduates
Attend Out-of-state**

54K

High School Graduates
in Tennessee

9,700 Out-of-State
Freshmen Enroll in
Tennessee Colleges

9,300 Attend College
Out of State

111 Colleges & Universities

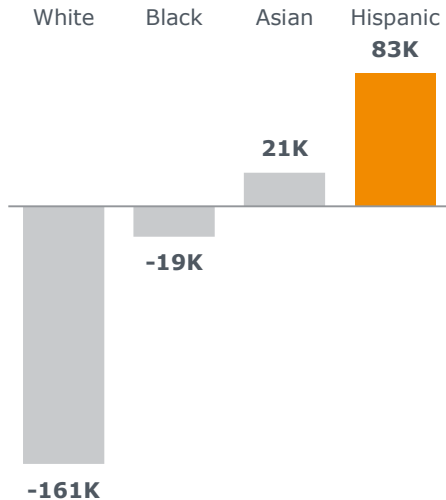
Institution Type	4-Year	2-Year	Total
Public	9	13	22
Private, NFP	47	3	50
Private, For Profit	22	17	39
Total	78	33	111

New Growth, New Commitments

Rising Demographics Require Greater Investment in Student Success

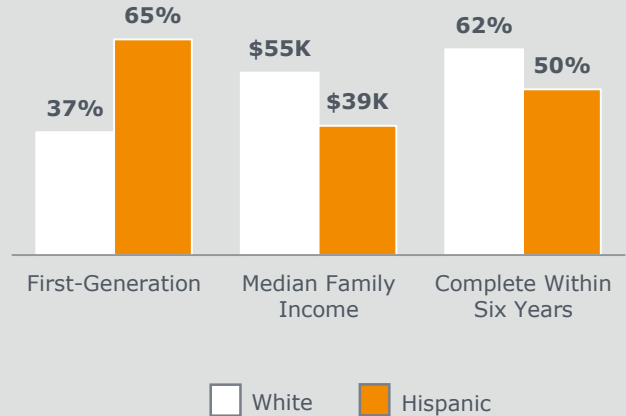
Projected Growth in High School Graduates

Graduating Class 2017 Versus 2027



Demographic and Student Success Characteristics

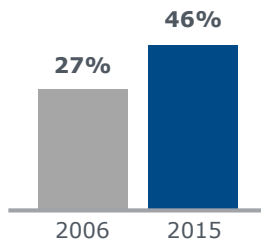
White Versus Hispanic Students



A Buyer's Market

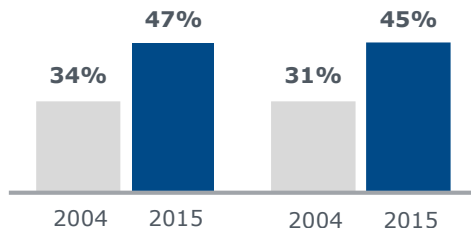
Students and Families Increasingly Consumer-Minded

Students Applying to 6+ Schools



Students Citing Factor as "Very Important" to College Choice

Aid Awarded *Cost of Attendance*



“Before, when families got a scholarship offer they said, ‘Thank you!’ Now they say, ‘Is this your best offer?’”

*Director of Admissions
Private Master's College in the Midwest*

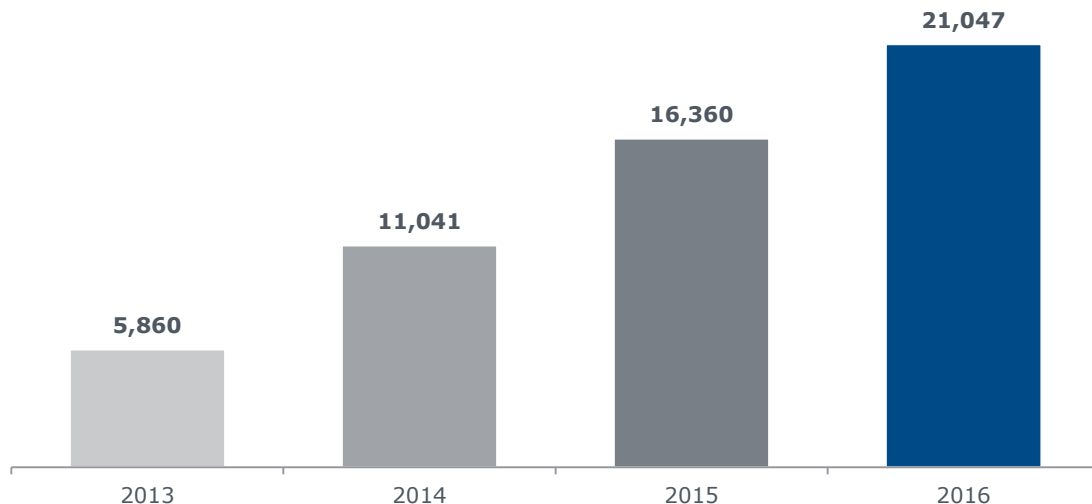
- 1 About Royall & Company
 - 2 Enrollment Landscape
 - 3 Progress and Success
 - 4 Financial Aid and Enrollment Optimization
-

The University of Memphis has experienced impressive application growth since 2014



Fall Freshman Applications

Entering Classes 2013-2016



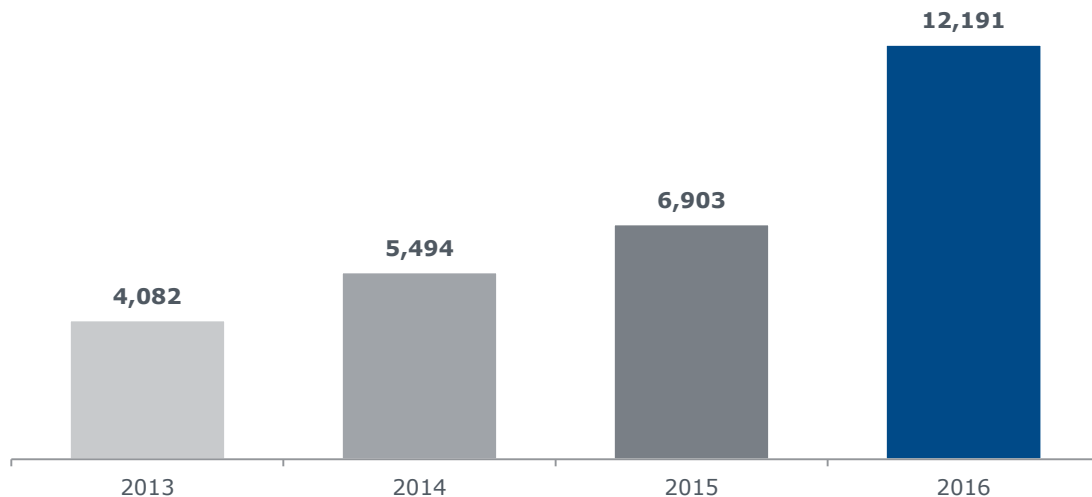
Partnership
Year 1

Application growth has also led to significantly more admitted freshman each year



Fall Freshman Admits

Entering Classes 2013-2016



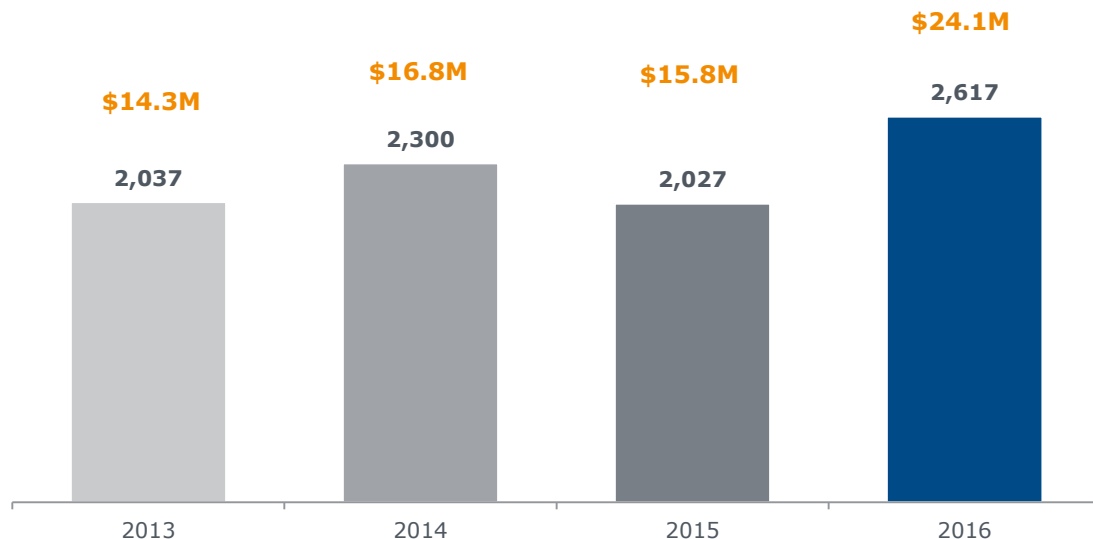
Partnership
Year 1

Which has helped lead to freshman enrollment growth and net tuition revenue gains



Fall Freshman Enrollment

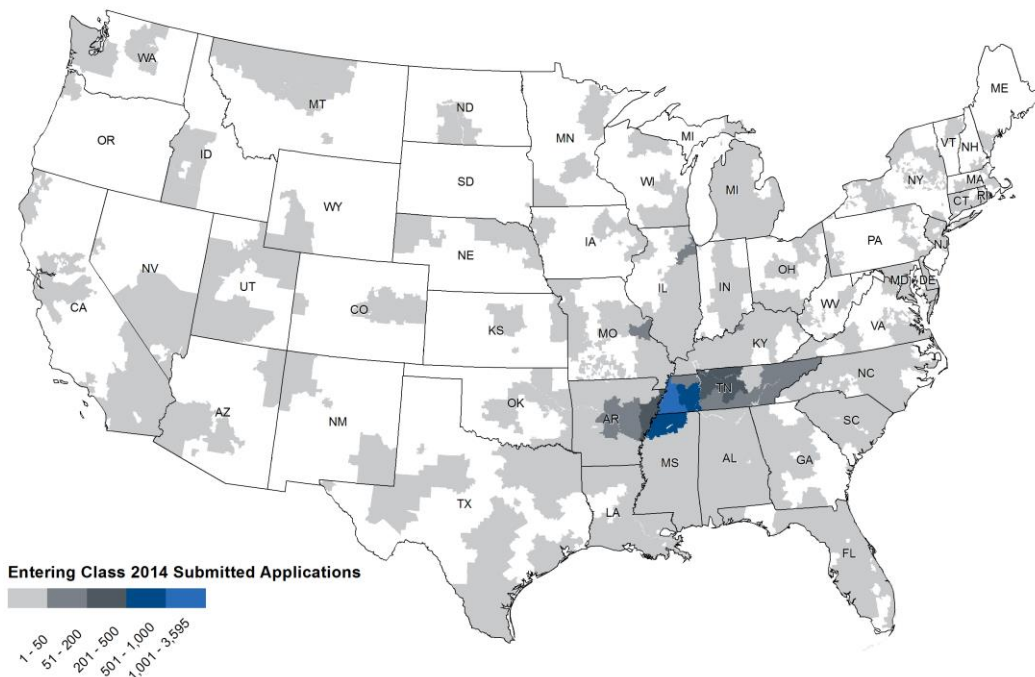
Entering Classes 2013-2016



Partnership
Year 1

1. The UofM team continues to do amazing work

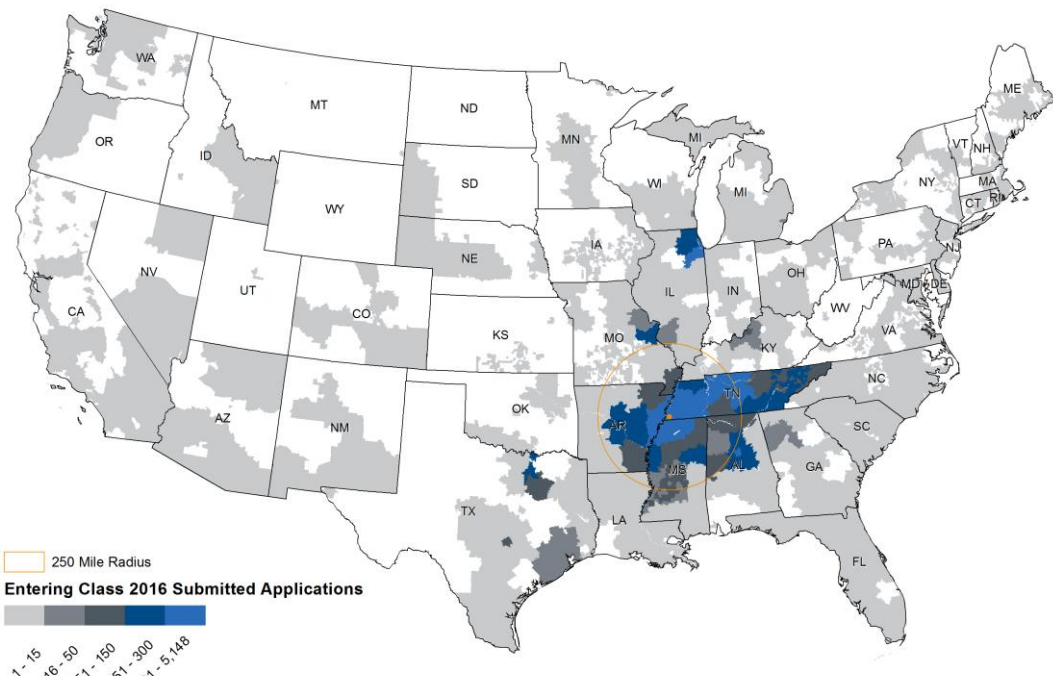
2014 Freshman Applications



The size and scope of inquiries, applications, and enrollment has expanded dramatically since 2014



2017 Freshman Applications

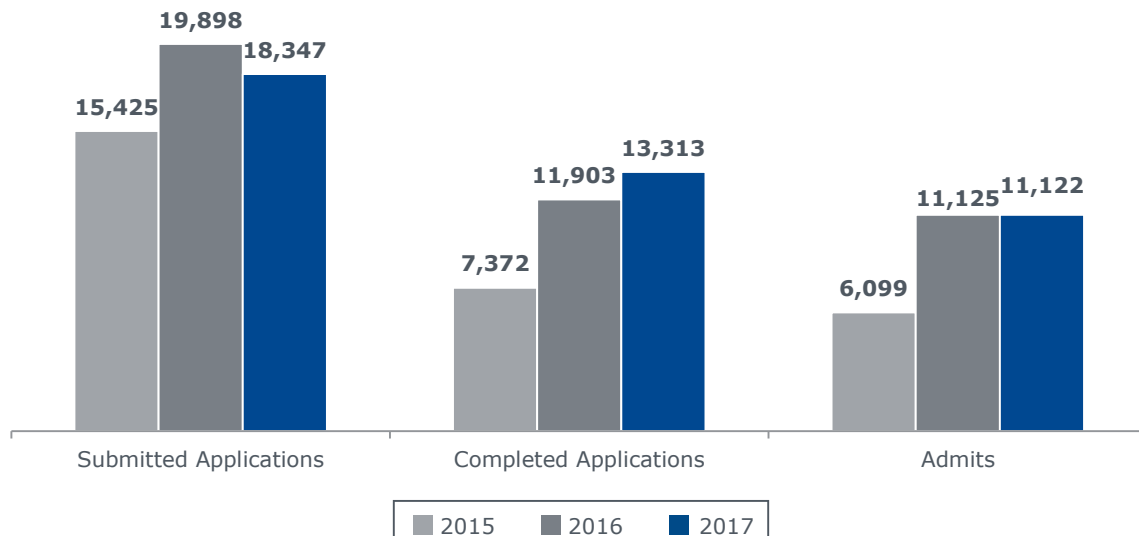


A higher rate of application completion has led to another strong admitted student pool



Fall Freshman Activity

Entering Classes 2015-2017

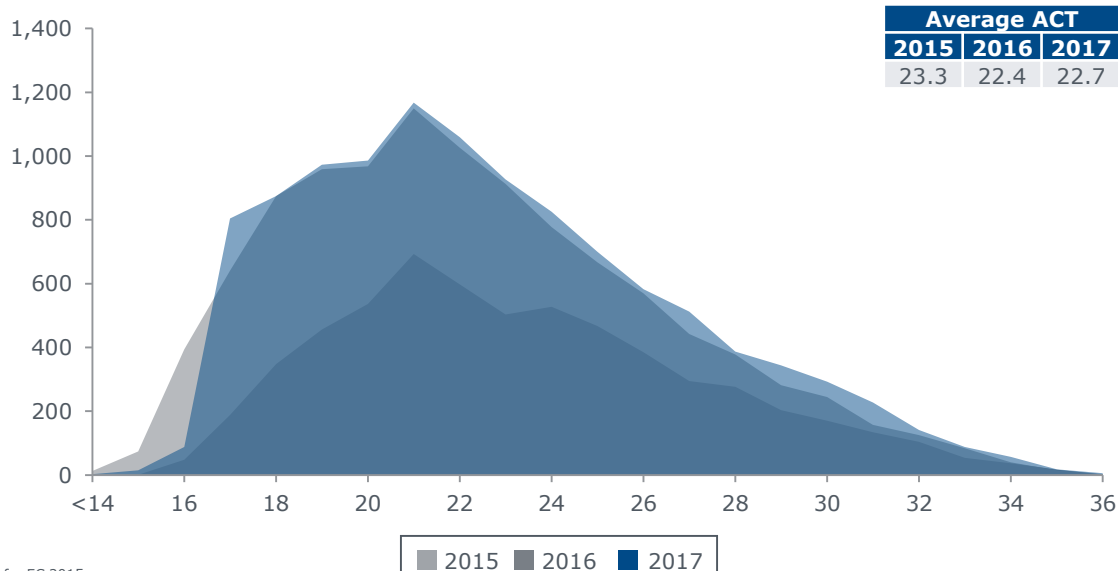


The average ACT score of the admit pool has increased



Admits by ACT Score

Entering Classes 2015-2017



1) 3 Unknown for EC 2015
2) 29 June 2017 UofM Academi...
3) 20 Unknown for EC 2017

6.1. Predictive Analytics: Dat...

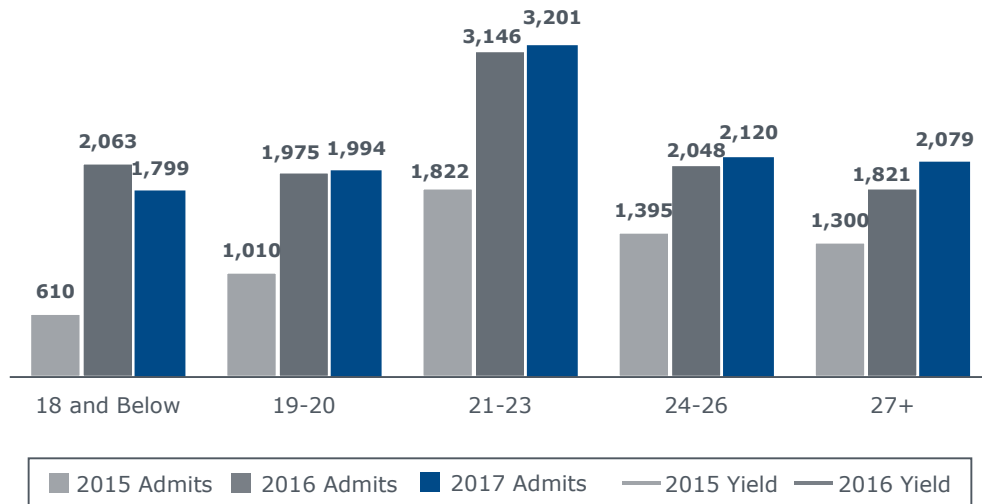
Page 277 of 458

This year's admit pool has more students with an ACT score of 21+



Freshman Admits by ACT Score Range

Entering Classes 2015-2017



- 1 About Royall & Company
 - 2 Enrollment Landscape
 - 3 Progress and Success
 - 4 **Financial Aid and Enrollment Optimization**
-

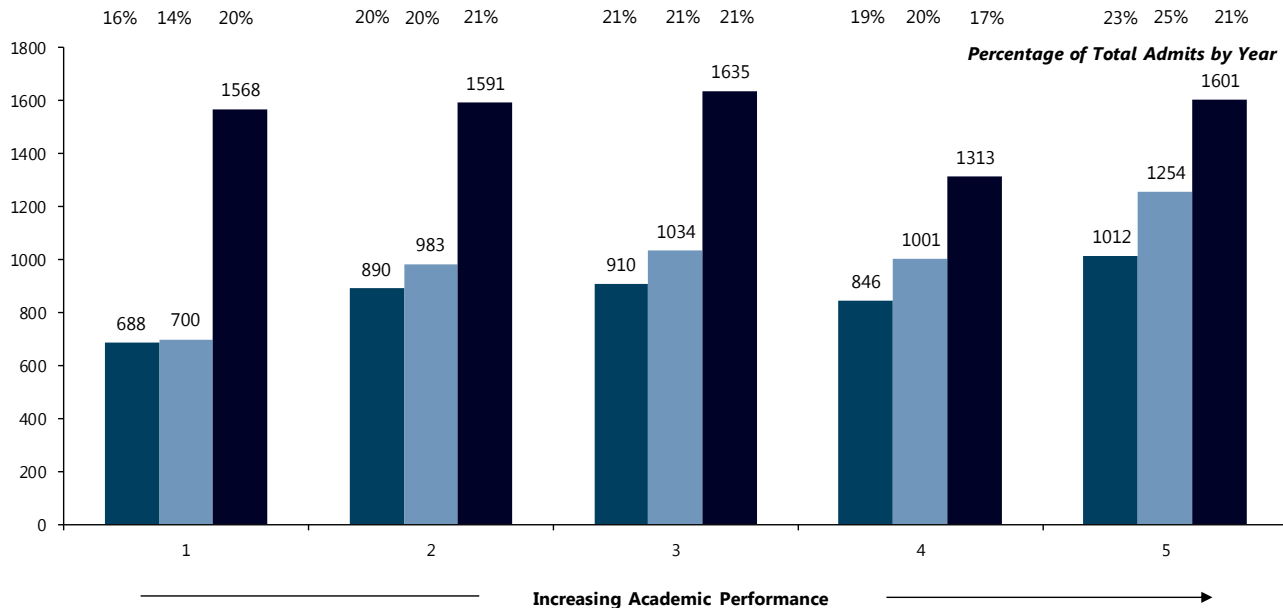
Admits Increased Across Academic Quality Levels



In-State Students (admission status)

In-State

■ 2014 ■ 2015 ■ 2016



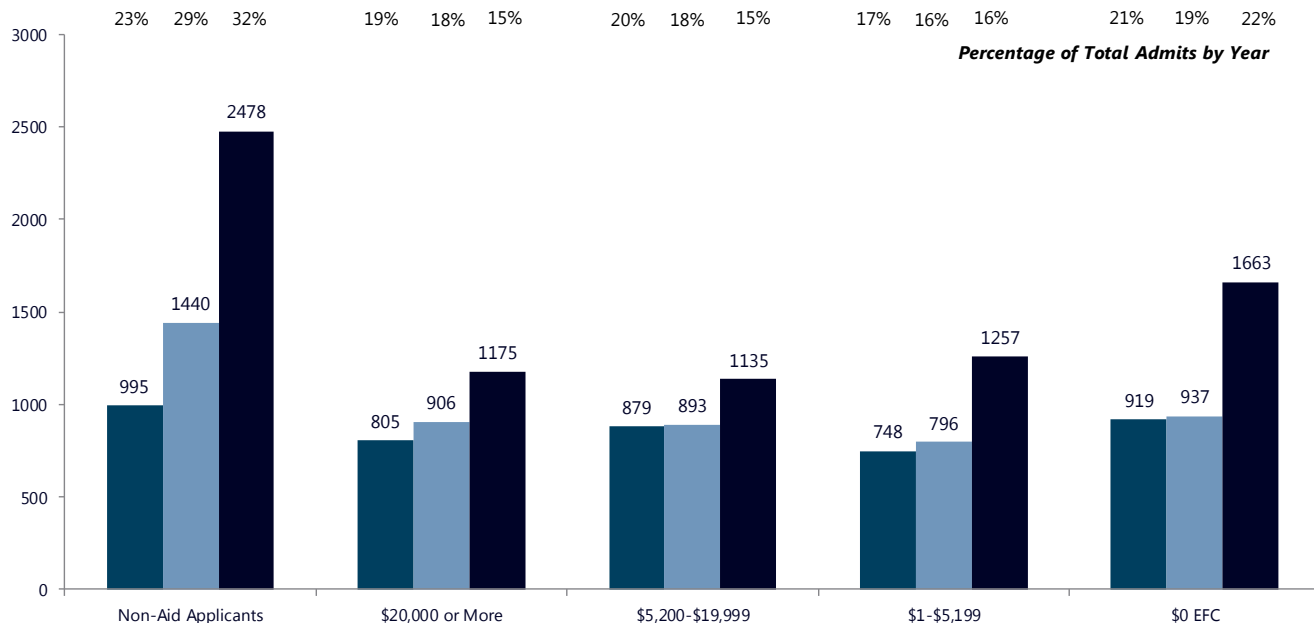
Student Financial Need: Opportunity for Enrollment



Admits who don't apply for aid or have very high need have increased dramatically.

In-State

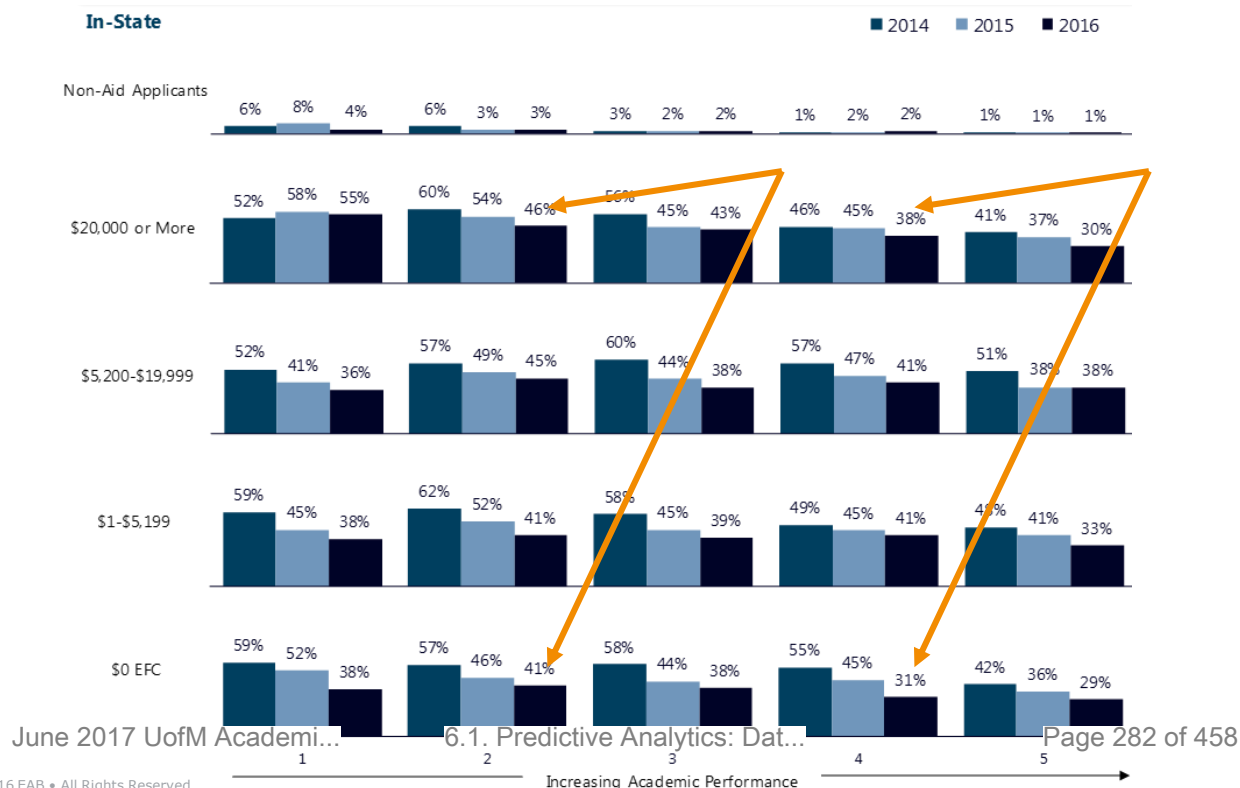
■ 2014 ■ 2015 ■ 2016



Student Financial Need: Opportunity for Enrollment



Yield of High-Need students is below that of lower-need students at most academic levels.



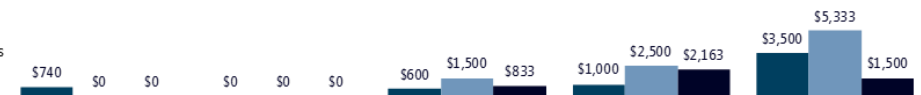
Minimal Institutional Grants Suppress Yield

High Need Students should respond to higher institutional aid

In-State

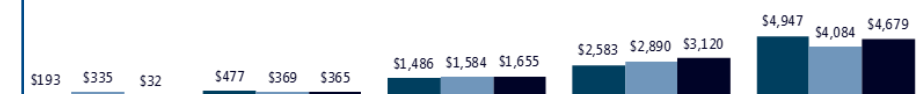
2014 2015 2016

Non-Aid Applicants

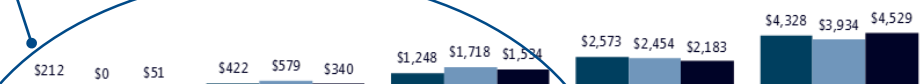


No Institutional Support in these need categories mean low yield and low retention

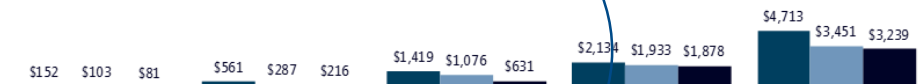
\$5,200-\$19,999



\$1-\$5,199



\$0 EFC



Federal and State Grants Not Enough

Total Grants in for high need students not enough to cover tuition costs

Total Grants include institutional and state/federal grants, Tuition = approx. \$9500/year

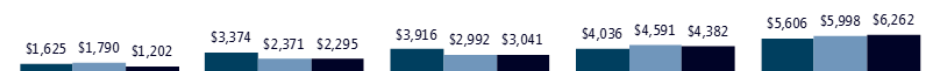
In-State

■ 2014 ■ 2015 ■ 2016

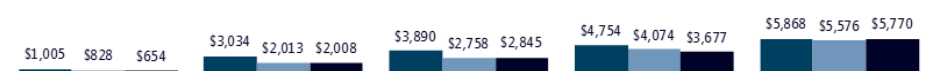
Non-Aid Applicants



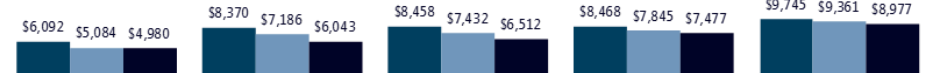
\$20,000 or More



\$5,200-\$19,999



\$1-\$5,199



\$0 EFC



Strategic Recommendations

1. **Strategic Goal Setting**
Create NTR and Enrollment Targets merged with state enrollment-based funding formula for a comprehensive understanding and management of financial outcomes.
2. **Net Tuition Revenue Focus**
Manage to NTR... Not a capped Financial Aid “Budget”. A capped financial aid budget limits consistency in the treatment of students as the admit pool changes.
3. **Need Based Policy**
Develop need-based award policy, integrated with consistent merit scholarship targets. This will support both enrollment and retention to meet performance metric targets
4. **Execution and Data are Key:**
Capture and manage data for all admitted students to develop a predictive model for strategic enrollment goals and to monitor policy implementation for scholarships and aid.
5. **Increase FAFSA Promotion**
Admits that don't file a FAFSA yield at very low rates for Memphis. A strategy is needed to encourage families to file the FAFSA.

The best practices are
the ones that work for **you**.SM



EAB

Hardwick Day

Financial Aid Monitoring Report

University of Memphis
As of 05/22/2017

Hardwick Day

Principal

Brett Schraeder

bschraeder@hardwickday.com

Analyst

Nicholas Mertes

nmertes@hardwickday.com

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Admit and Yield Comparisons



11

Full-Time Freshmen Population Compared to Previous Years

As of 05/22/2017

	2015 Admits	2016 Admits	2015 YTD Admits*	2016 YTD Admits*	2017 Admits	2015 Yield	2016 Yield	2015 YTD Yield*	2016 YTD Yield*	2017 Yield
Full-Time Freshmen	7024	12212	6231	11713	11379	28.5%	21.1%		15.9%	15.1%
In-State Tuition	4194	5957	3720	5638	5936	44.5%	39.2%		29.7%	24.5%
Out-of-State Tuition	899	2047	788	1969	1726	8.7%	6.2%		3.4%	3.8%
250R Tuition	1931	4208	1723	4106	3717	2.8%	2.7%		2.8%	5.2%
In-State Admission	5047	7690	4489	7333	7517	34.4%	28.5%		21.4%	19.3%
Out-of-State Admission	1047	2116	922	2032	1813	20.0%	12.3%		8.5%	8.9%
250R Admission	930	2406	820	2348	2049	5.9%	5.3%		4.8%	4.8%
Males	2985	4913	2644	4677	4397	30.6%	24.1%		17.0%	15.3%
Females	4039	7298	3587	7035	6982	26.9%	19.1%		15.1%	14.9%
Students of Color	3478	6708	2949	6390	6119	26.9%	19.1%		13.3%	12.0%
Self-Reported					3325					10.1%
Memphis	4216	5810	3700	5503	5487	36.4%	32.1%		24.8%	23.2%
Other Western TN	649	1081	578	1044	1206	27.9%	22.8%		14.3%	16.7%
Nashville	441	928	405	906	1017	18.6%	13.6%		11.5%	8.6%
Other Eastern TN	375	808	353	804	869	10.7%	6.7%		7.1%	4.4%
Lottery	1470	2222	1367	2166	1455	95.8%	75.8%		59.0%	49.6%
Aid Applicants	4501	7062	3934	6632	6964	42.5%	34.8%		26.2%	22.0%
FAFSA Filers	4594	7140	3989	6795	7262	41.8%	34.5%		25.8%	21.6%
FAFSA Filers Packaged	3645	5359	2725	3990	5728	51.1%	44.4%		29.3%	24.4%

*The YTD numbers are based on the admit/deposit/withdraw dates in the year-end data.

Admit and Yield Comparisons



13

Full-Time Freshmen Population Compared to Previous Years

As of 05/22/2017

	2015 Admits	2016 Admits	2015 YTD Admits*	2016 YTD Admits*	2017 Admits	2015 Yield	2016 Yield	2015 YTD Yield*	2016 YTD Yield*	2017 Yield
Full-Time Freshmen	7024	12212	6231	11713	11379	28.5%	21.1%		15.9%	15.1%
In-State Tuition	59.7%	48.8%	59.7%	48.1%	52.2%	44.5%	39.2%		29.7%	24.5%
Out-of-State Tuition	12.8%	16.8%	12.6%	16.8%	15.2%	8.7%	6.2%		3.4%	3.8%
250R Tuition	27.5%	34.5%	27.7%	35.1%	32.7%	2.8%	2.7%		2.8%	5.2%
In-State Admission	71.9%	63.0%	72.0%	62.6%	66.1%	34.4%	28.5%		21.4%	19.3%
Out-of-State Admission	14.9%	17.3%	14.8%	17.3%	15.9%	20.0%	12.3%		8.5%	8.9%
250R Admission	13.2%	19.7%	13.2%	20.0%	18.0%	5.9%	5.3%		4.8%	4.8%
Males	42.5%	40.2%	42.4%	39.9%	38.6%	30.6%	24.1%		17.0%	15.3%
Females	57.5%	59.8%	57.6%	60.1%	61.4%	26.9%	19.1%		15.1%	14.9%
Students of Color	49.5%	54.9%	47.3%	54.6%	53.8%	26.9%	19.1%		13.3%	12.0%
Self-Reported					29.2%					10.1%
Memphis	60.0%	47.6%	59.4%	47.0%	48.2%	36.4%	32.1%		24.8%	23.2%
Other Western TN	9.2%	8.9%	9.3%	8.9%	10.6%	27.9%	22.8%		14.3%	16.7%
Nashville	6.3%	7.6%	6.5%	7.7%	8.9%	18.6%	13.6%		11.5%	8.6%
Other Eastern TN	5.3%	6.6%	5.7%	6.9%	7.6%	10.7%	6.7%		7.1%	4.4%
Lottery	20.9%	18.2%	21.9%	18.5%	12.8%	95.8%	75.8%		59.0%	49.6%
Aid Applicants	64.1%	57.8%	63.1%	56.6%	61.2%	42.5%	34.8%		26.2%	22.0%
FAFSA Filers	65.4%	58.5%	64.0%	58.0%	63.8%	41.8%	34.5%		25.8%	21.6%
FAFSA Filers Packaged	79.3%	75.1%	68.3%	58.7%	78.9%	51.1%	44.4%		29.3%	24.4%

*The YTD numbers are based on the admit/deposit/withdraw dates in the year-end data.

NSOs and Net Revenue Comparisons



Full-Time Freshmen Population Compared to Previous Years

<i>As of 05/22/2017</i>	2015 Enrollment	2016 Enrollment	2015 YTD Net NSOs*	2016 YTD Net NSOs*	2017 Net NSOs	2015 Average Net Revenue	2016 Average Net Revenue	2015 YTD Average Net Revenue*	2016 YTD Average Net Revenue*	2017 Average Net Revenue
Full-Time Freshmen	2000	2579		1857	1715	\$7,985	\$8,744	\$8,052	\$8,727	\$8,775
In-State Tuition	1867	2338		1673	1456	\$7,684	\$8,129	\$7,494	\$7,940	\$7,566
Out-of-State Tuition	78	127		67	66	\$12,521	\$15,101	\$18,566	\$18,258	\$19,717
250R Tuition	55	114		117	193	\$11,757	\$14,269	\$13,016	\$14,519	\$14,152
In-State Admission	1736	2191		1572	1454	\$7,705	\$8,185	\$7,572	\$8,030	\$8,064
Out-of-State Admission	209	261		173	162	\$9,481	\$11,409	\$10,618	\$11,990	\$11,792
250R Admission	55	127		112	99	\$11,132	\$12,914	\$12,574	\$13,467	\$14,275
Males	913	1182		796	672	\$7,696	\$8,656	\$7,705	\$8,417	\$8,587
Females	1087	1397		1061	1043	\$8,227	\$8,819	\$8,337	\$8,959	\$8,896
Students of Color	936	1278		851	732	\$8,664	\$9,406	\$8,806	\$9,617	\$9,702
Self-Reported					335					\$8,212
Memphis	1534	1865		1362	1275	\$7,707	\$8,267	\$7,613	\$8,099	\$8,224
Other Western TN	181	247		149	202	\$7,730	\$8,291	\$7,582	\$7,978	\$8,231
Nashville	82	126		104	87	\$7,669	\$8,012	\$7,341	\$8,205	\$8,083
Other Eastern TN	40	54		57	38	\$6,988	\$7,609	\$7,053	\$7,966	\$8,860
Lottery	1408	1684		1277	722	\$7,434	\$7,876	\$7,300	\$7,691	\$6,970
Aid Applicants	1912	2456		1737	1534	\$8,008	\$8,673	\$7,882	\$8,600	\$8,201
FAFSA Filers	1920	2462		1751	1569	\$8,014	\$8,672	\$7,921	\$8,608	\$8,285
FAFSA Filers Packaged	1864	2381		1168	1399	\$7,985	\$8,707	\$7,756	\$8,339	\$8,136

	2015	2016	2015 YTD	2016 YTD	2017
Melt	13	19		14	12

*The YTD numbers are based on the admit/deposit/withdraw dates in the year-end data.

Academic and EFC Comparisons



Full-Time Freshmen Population Compared to Previous Years

<i>As of 05/22/2017</i>	2015 Admits	2016 Admits	2015 YTD Admits*	2016 YTD Admits*	2017 Admits
Full-Time Freshmen	7024	12212	6231	11713	11379
Average GPA	3.50	3.44	3.54	3.45	3.51
Average Test Score	22.9	22.1	23.3	22.2	22.7
Median EFC (Aid Applicants)	\$4,154	\$2,374	\$5,020	\$2,570	\$3,359
Average EFC (Aid Applicants)	\$16,693	\$15,162	\$17,446	\$15,396	\$15,565

	2015 Enrollment	2016 Enrollment	2015 YTD Net NSOs*	2016 YTD Net NSOs*	2017 Net NSOs
Full-Time Freshmen	2000	2579		1857	1715
Average GPA	3.44	3.38		3.45	3.51
Average Test Score	22.8	22.2		22.7	23.2
Median EFC (Aid Applicants)	\$4,233	\$2,898		\$4,572	\$5,934
Average EFC (Aid Applicants)	\$18,489	\$15,345		\$17,095	\$17,508
Net Revenue	\$15,969,207	\$22,551,126		\$16,205,499	\$15,048,347
Discount	19.2%	15.4%		15.3%	17.4%

*The YTD numbers are based on the admit/deposit/withdraw dates in the year-end data.

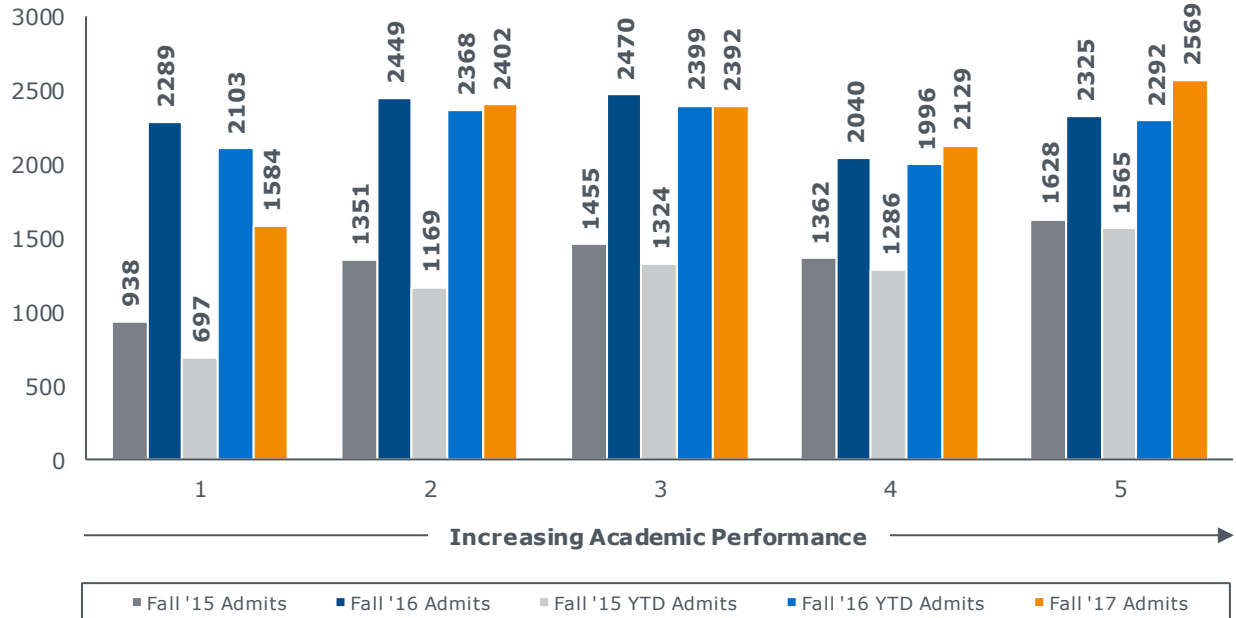


Model Population

Admits by Academic Index

Model Population

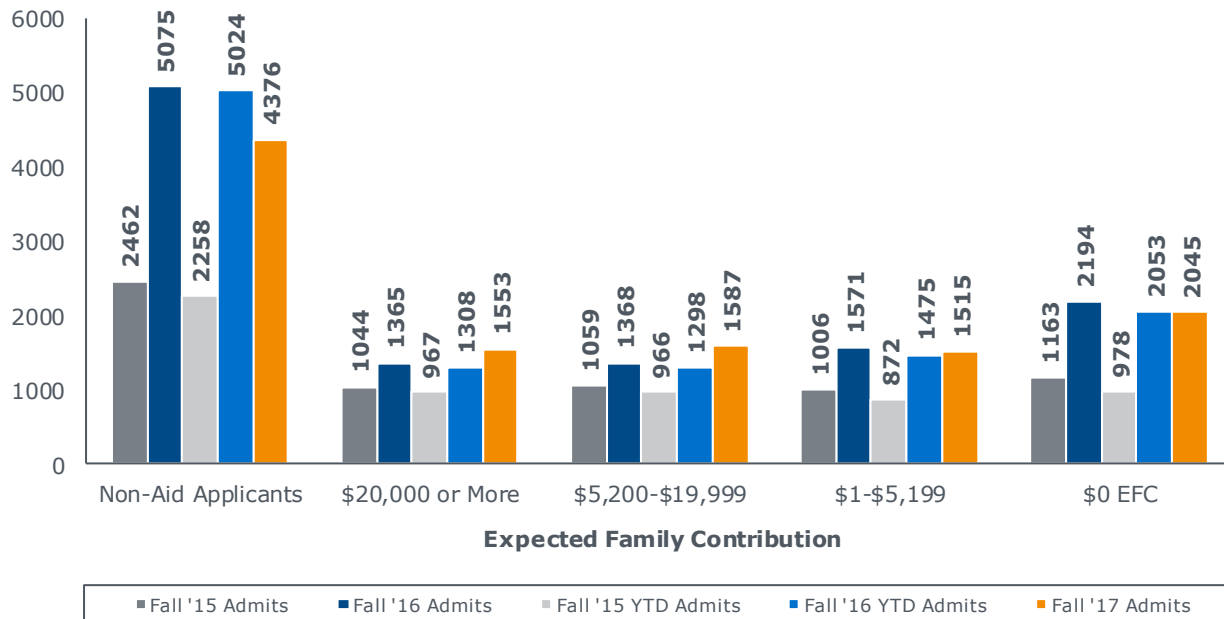
As of 05/22/2017



Admits by EFC Index

Model Population

As of 05/22/2017

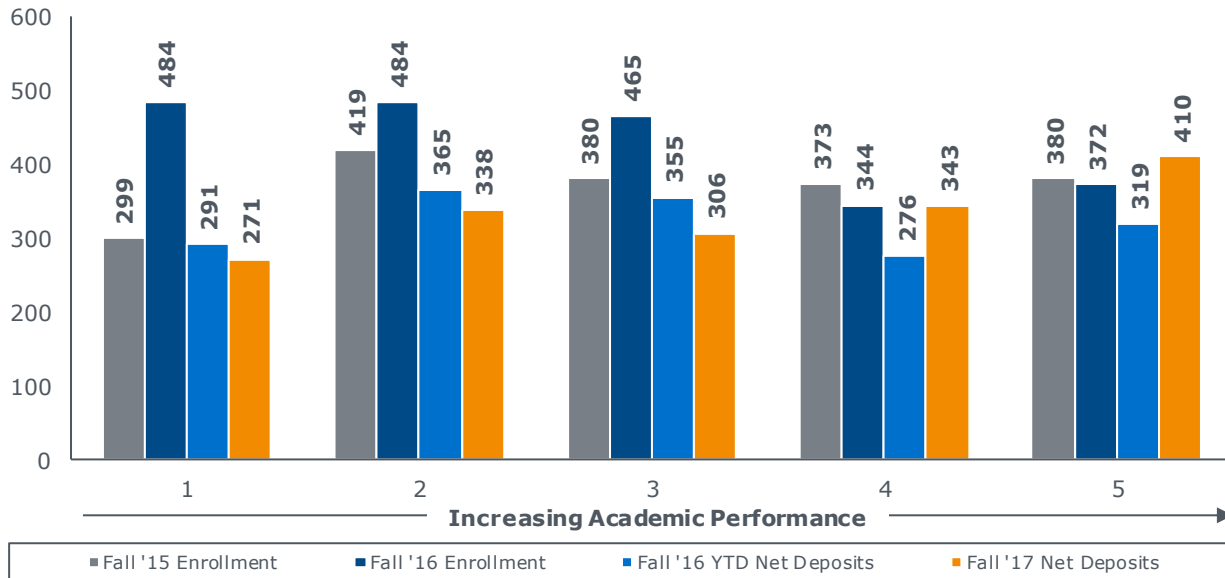


Deposits by Academic Index

Model Population

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

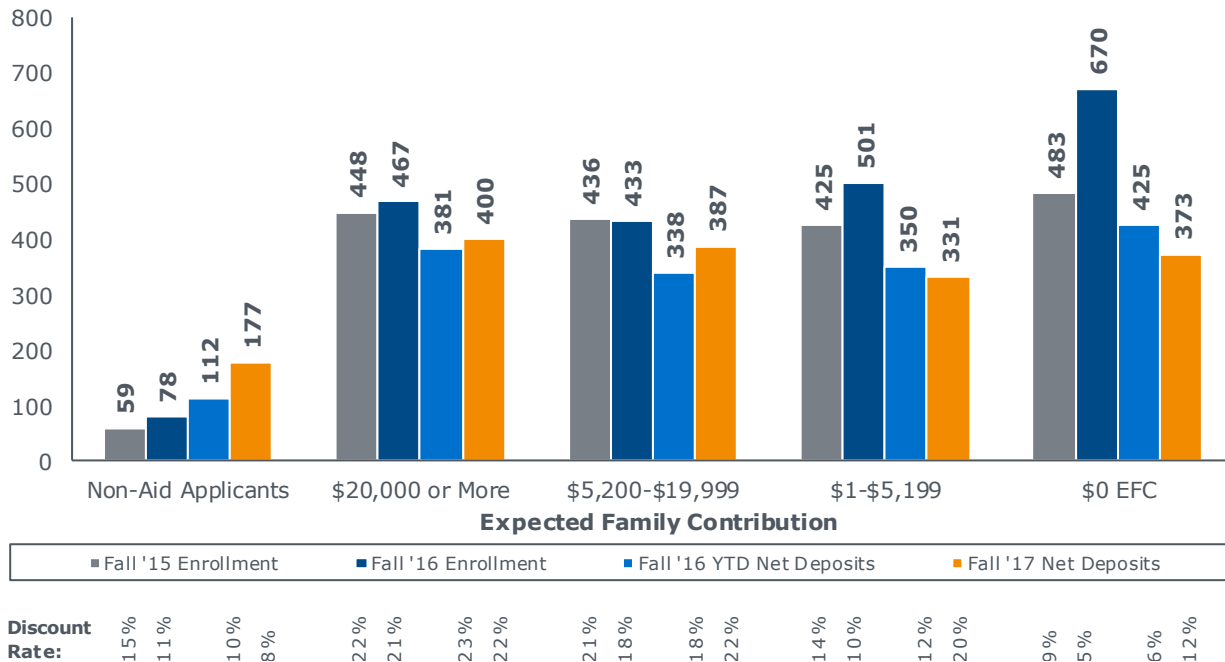
2% 0% 1% 3% 4% 2% 2% 4% 13% 9% 9% 13% 23% 20% 20% 23% 39% 40% 42% 38%

Deposits by EFC Index

Model Population

*Deposits Refer to
NSO Registrations

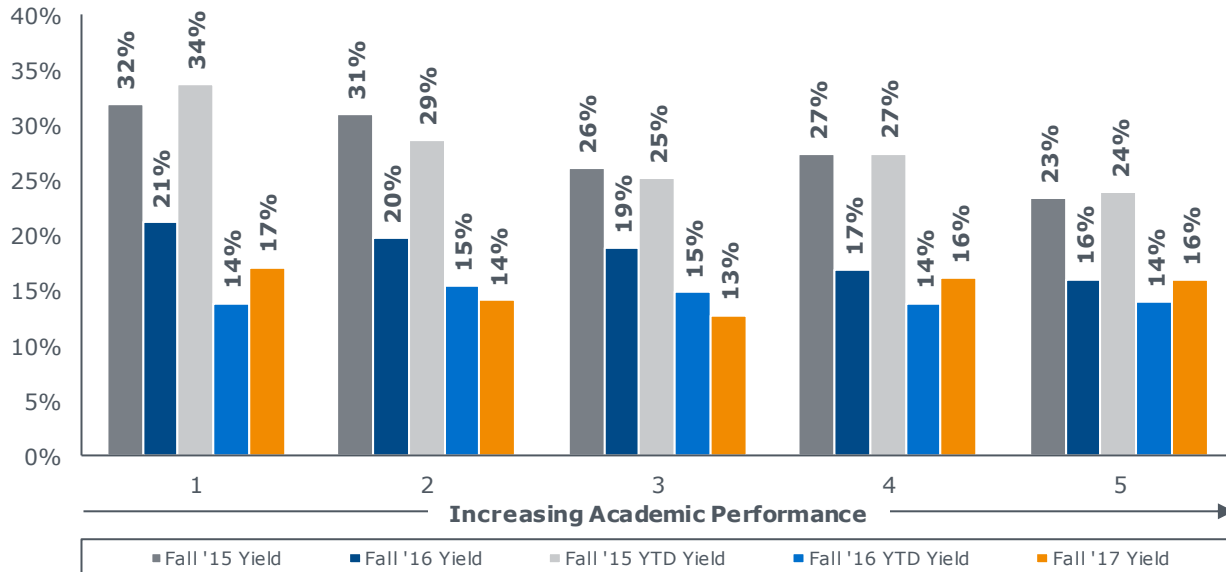
As of 05/22/2017



Yield by Academic Index

Model Population

As of 05/22/2017



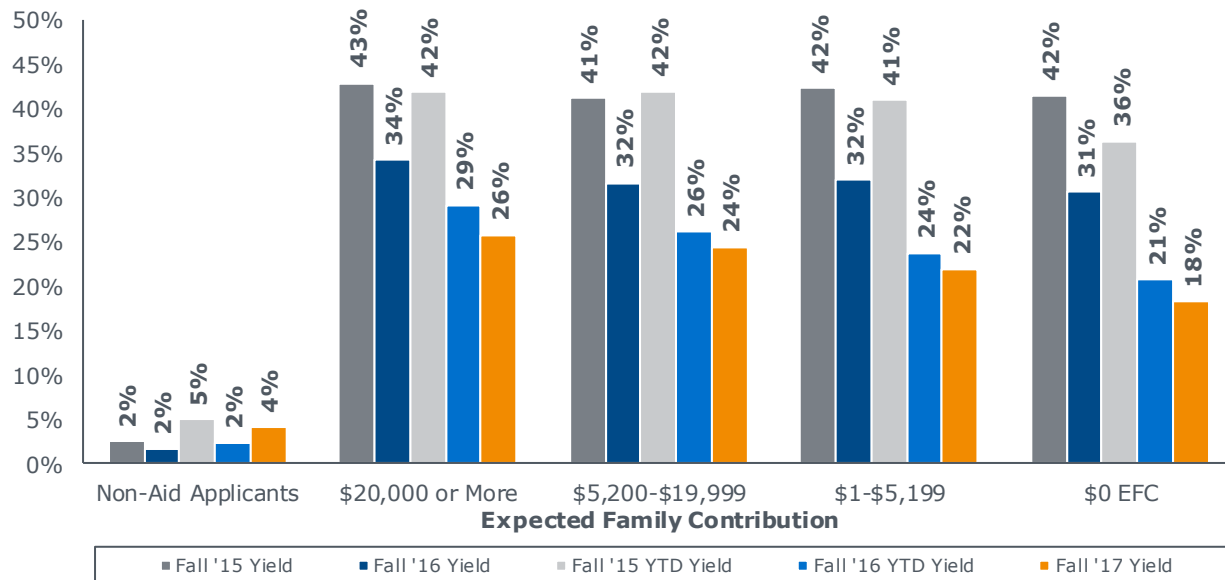
Discount
Rate:

2% 0% 2% 1% 3% 4% 2% 5% 2% 4% 13% 9% 14% 9% 13% 23% 20% 23% 20% 23% 39% 40% 40% 42% 38%

Yield by EFC Index

Model Population

As of 05/22/2017



Discount
Rate:

15%

11%

11%

10%

8%

22%

21%

23%

23%

22%

21%

18%

23%

18%

22%

14%

10%

16%

12%

20%

9%

5%

11%

6%

12%

June 2017 UofM Academic...

6.1. Predictive Analytics: Dat...

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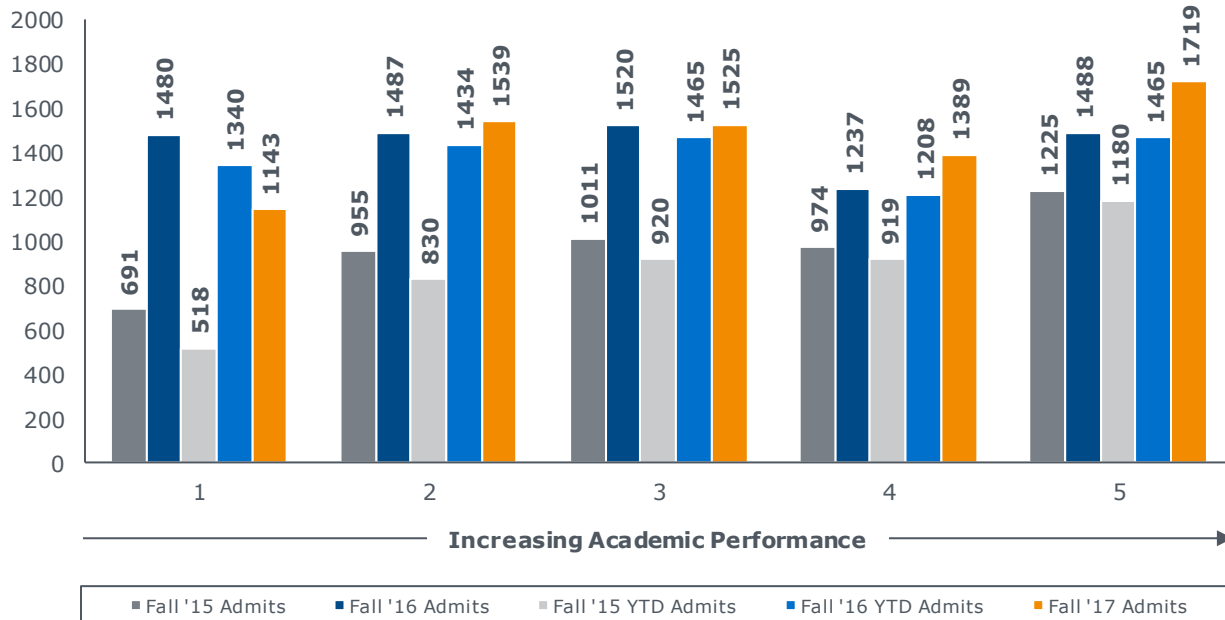
Model Population: In-State Admission

Admits by Academic Index



In-State Admission

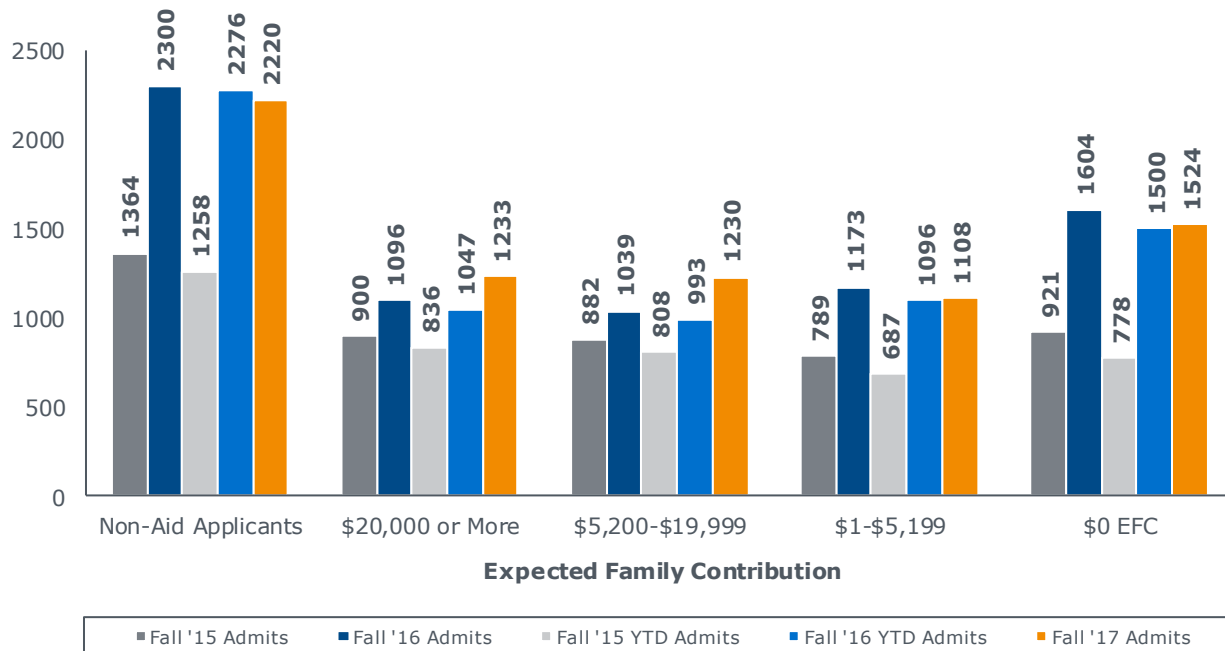
As of 05/22/2017



Admits by EFC Index

In-State Admission

As of 05/22/2017

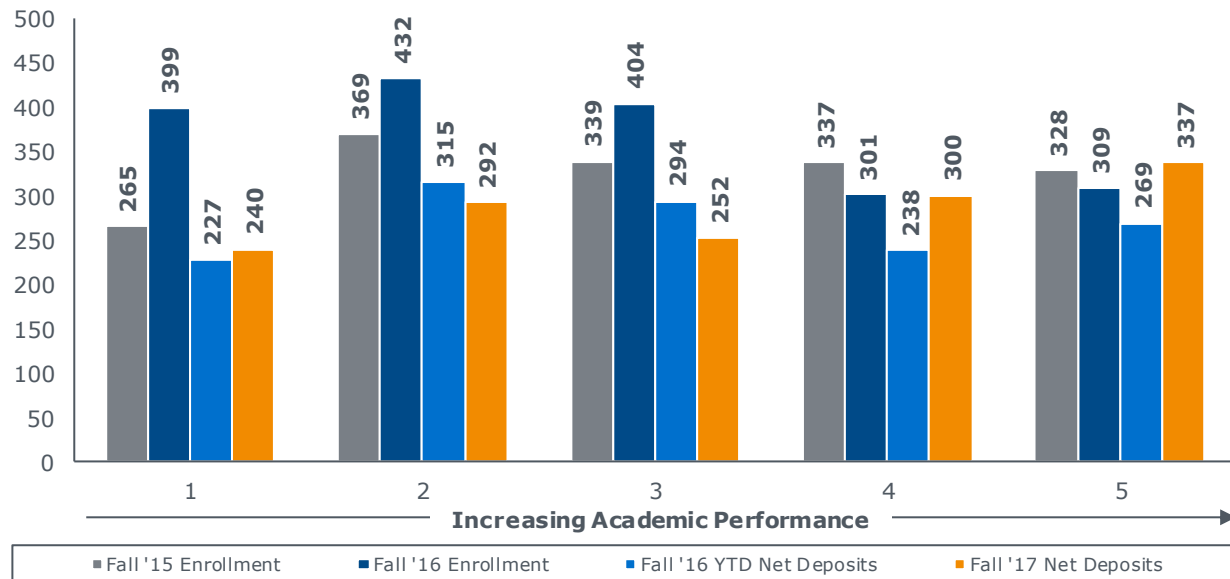


Deposits by Academic Index

In-State Admission

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

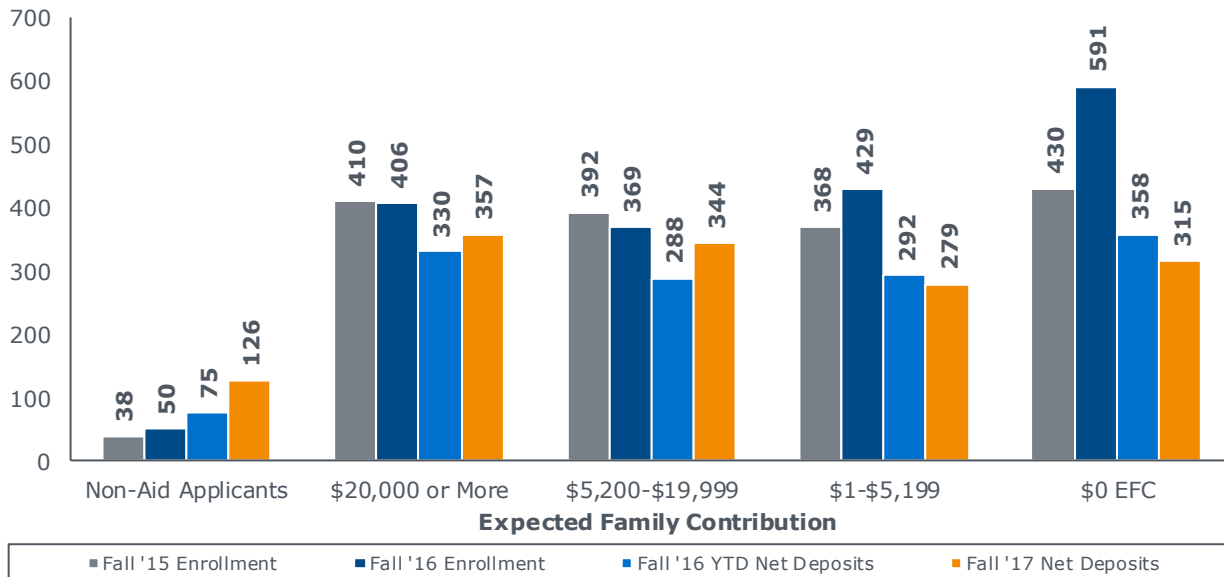
2% 0% 0% 3% 4% 2% 3% 5% 13% 10% 10% 15% 24% 21% 21% 25% 40% 41% 43% 41%

Deposits by EFC Index

In-State Admission

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount Rate: 9% 5% 7% 9% 23% 22% 25% 23% 22% 19% 20% 23% 14% 11% 13% 23% 9% 5% 6% 13%

June 2017 UofM Academi...nit/deposit/v6.1. Predictive Analytics: Dat... Page 303 of 458



Model Population: Out-of-State Admission

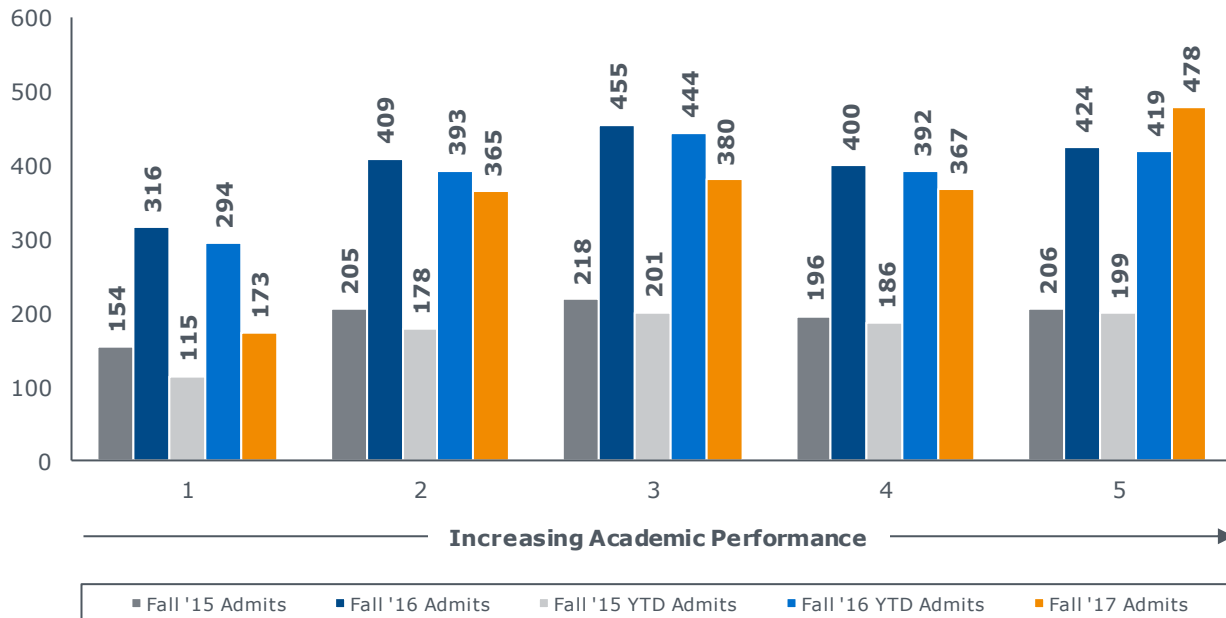
Admits by Academic Index



65

Out-of-State Admission

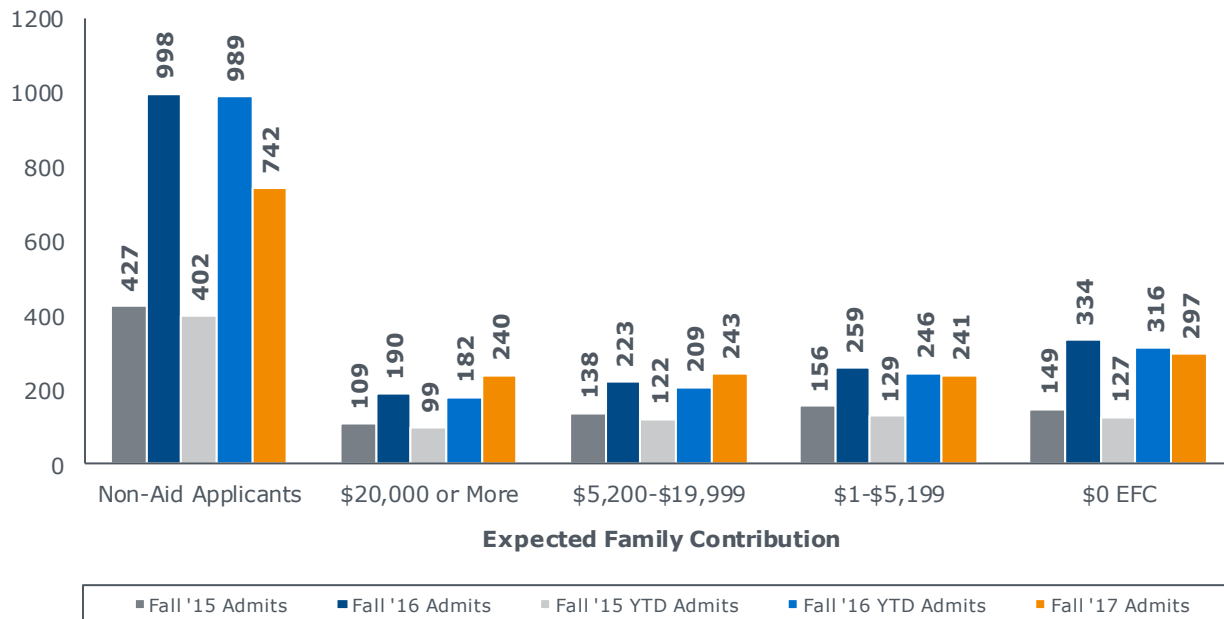
As of 05/22/2017



Admits by EFC Index

Out-of-State Admission

As of 05/22/2017

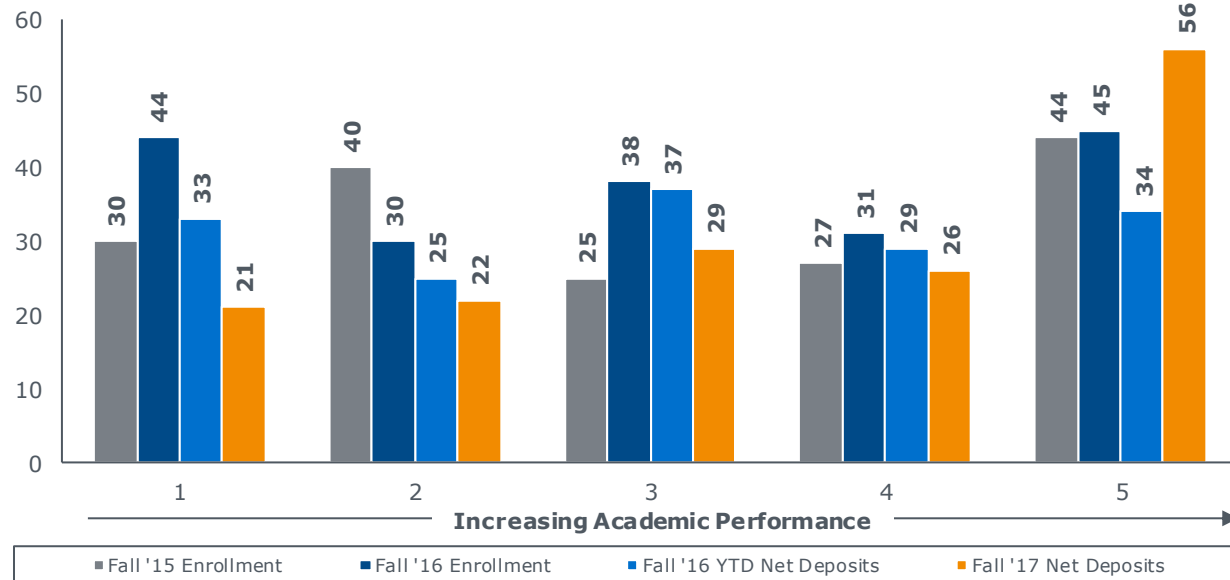


Deposits by Academic Index

Out-of-State Admission

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

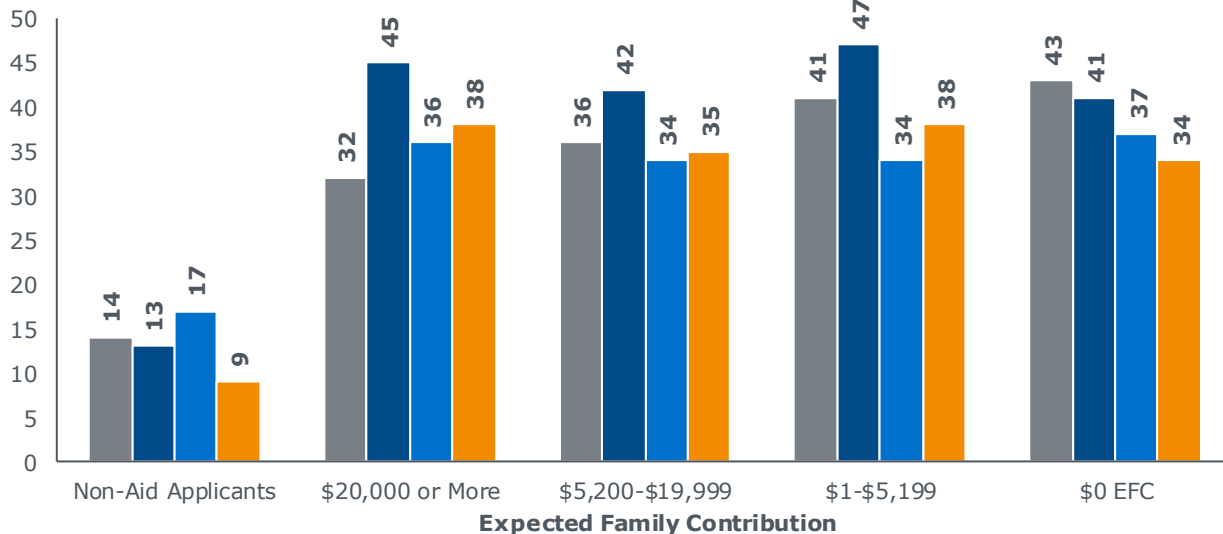
1% 1% 2% 0% 5% 2% 1% 0% 10% 7% 7% 8% 19% 13% 12% 15% 34% 32% 31% 31%

Deposits by EFC Index

Out-of-State Admission

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

23%
8%
8%
4%
16%
18%
14%
21%
19%
13%
10%
17%
10%
9%
11%
12%
9%
6%
6%
9%

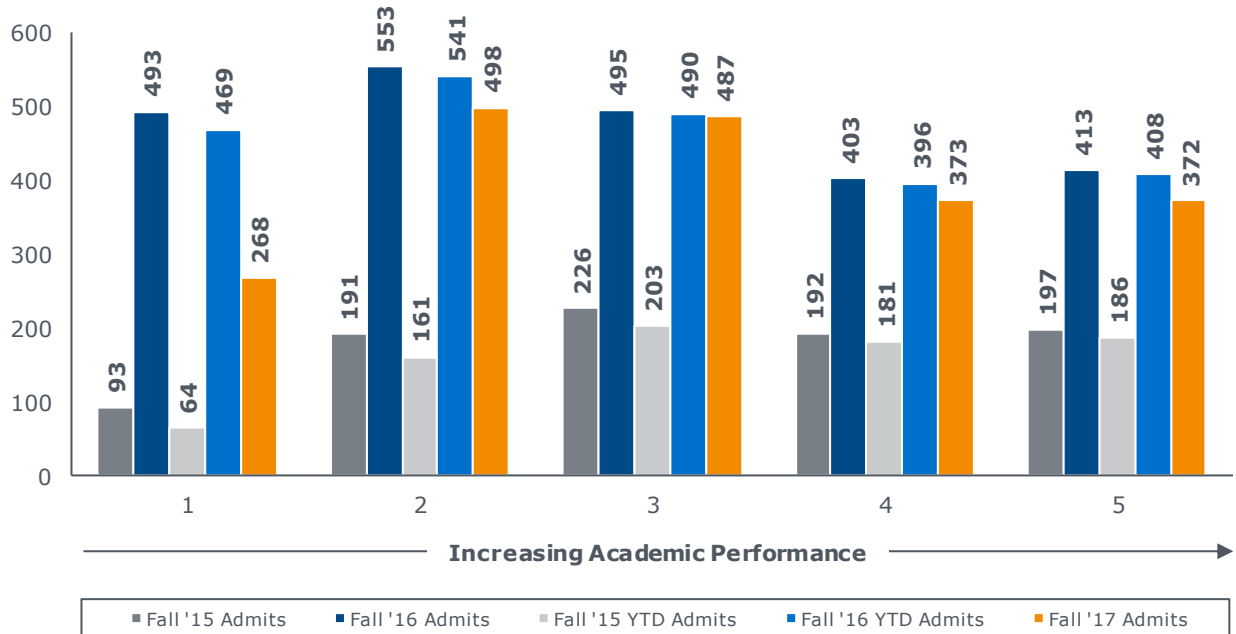


Model Population: 250R Admission

Admits by Academic Index

250R Admission

As of 05/22/2017

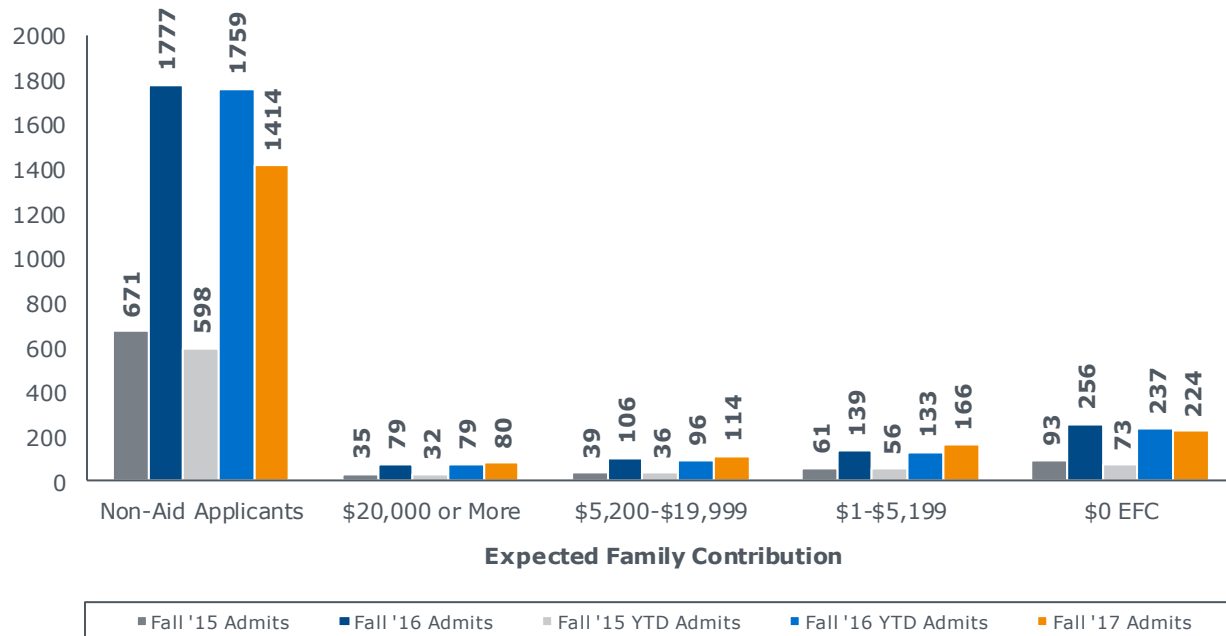


Admits by EFC Index

73

250R Admission

As of 05/22/2017

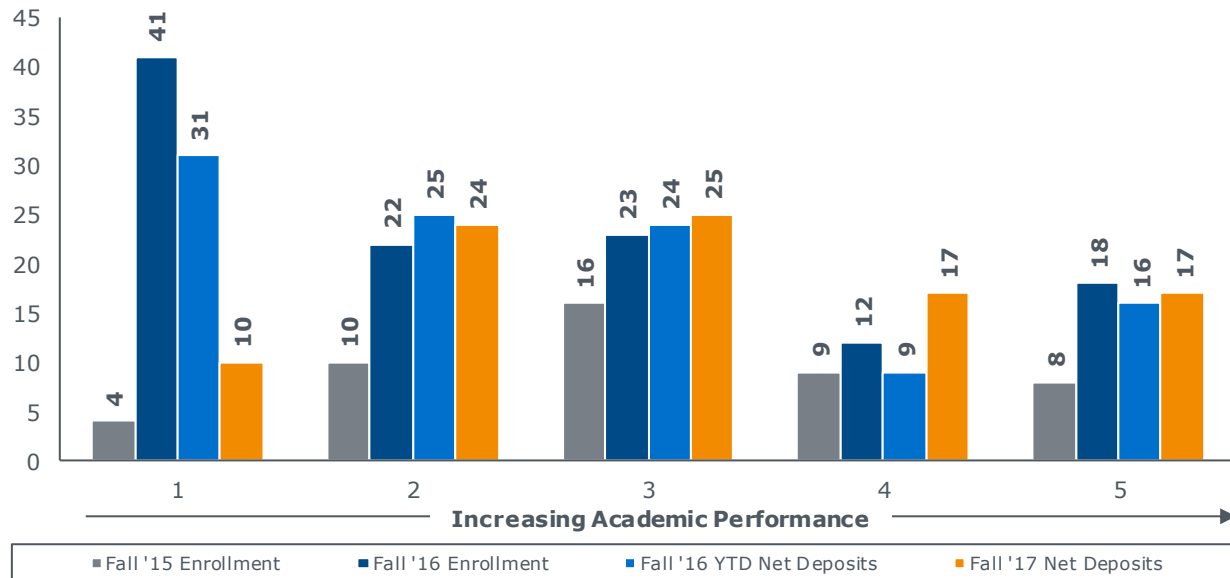


Deposits by Academic Index

250R Admission

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

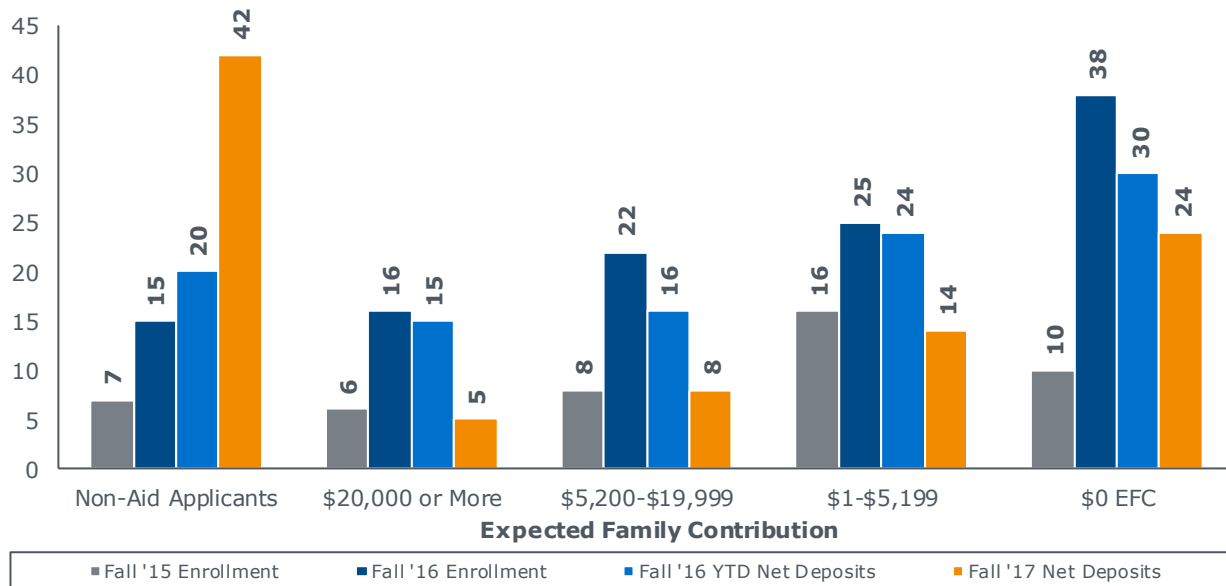
0% 0% 0% 0% 6% 2% 2% 1% 17% 9% 9% 3% 17% 14% 18% 11% 24% 40% 41% 27%

Deposits by EFC Index

250R Admission

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount Rate:	20%	32%	23%	7%	19%	11%	12%	13%	12%	10%	12%	12%	14%	5%	5%	7%	12%	4%	4%	7%
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Model Population: In-State Tuition

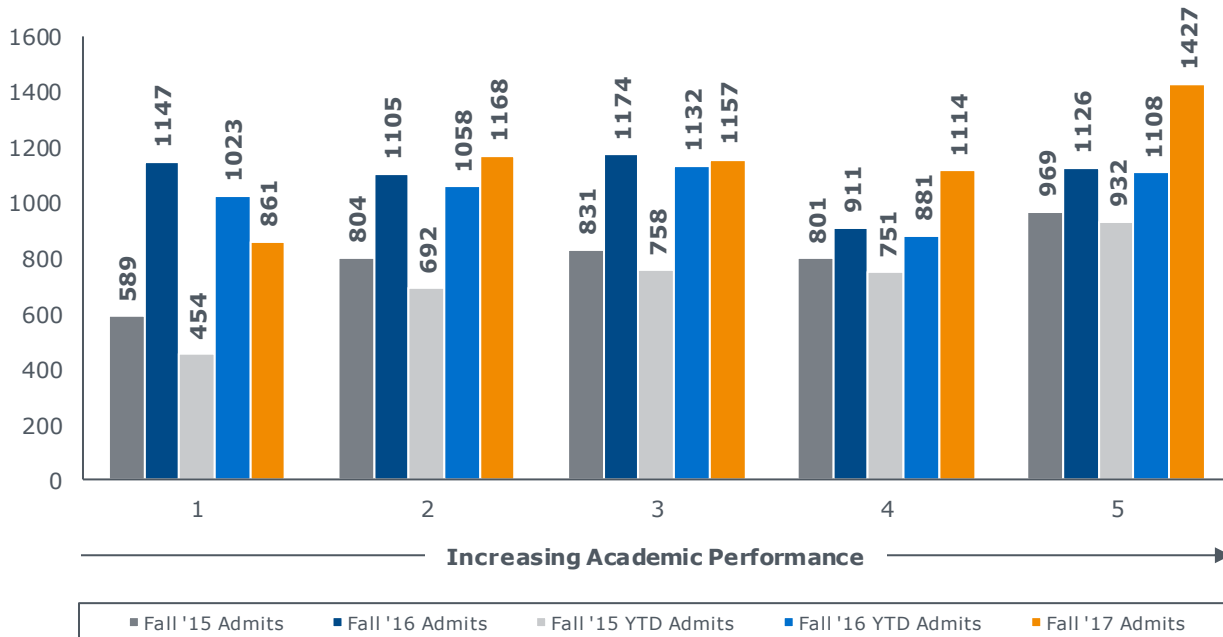
Admits by Academic Index



79

In-State Tuition

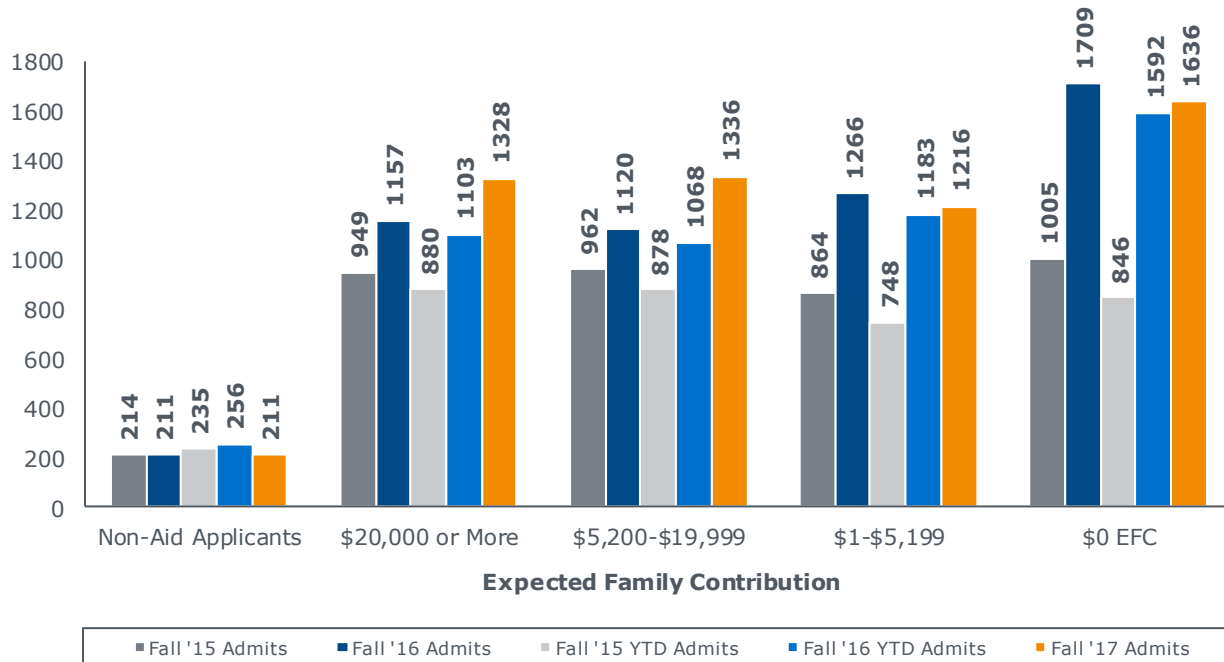
As of 05/22/2017



Admits by EFC Index

In-State Tuition

As of 05/22/2017

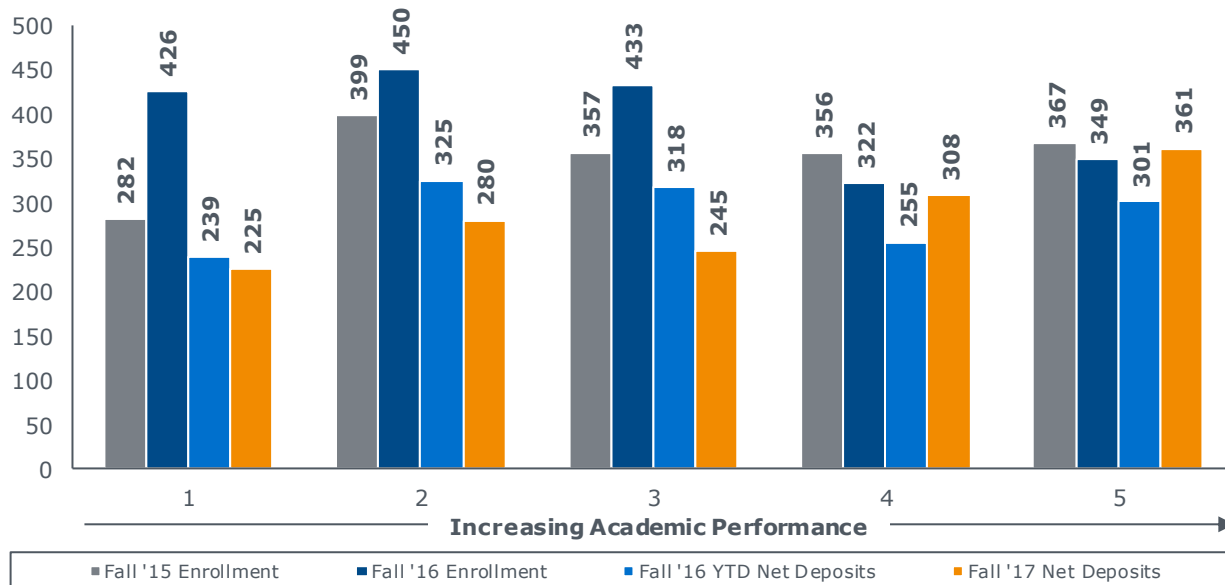


Deposits by Academic Index

In-State Tuition

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

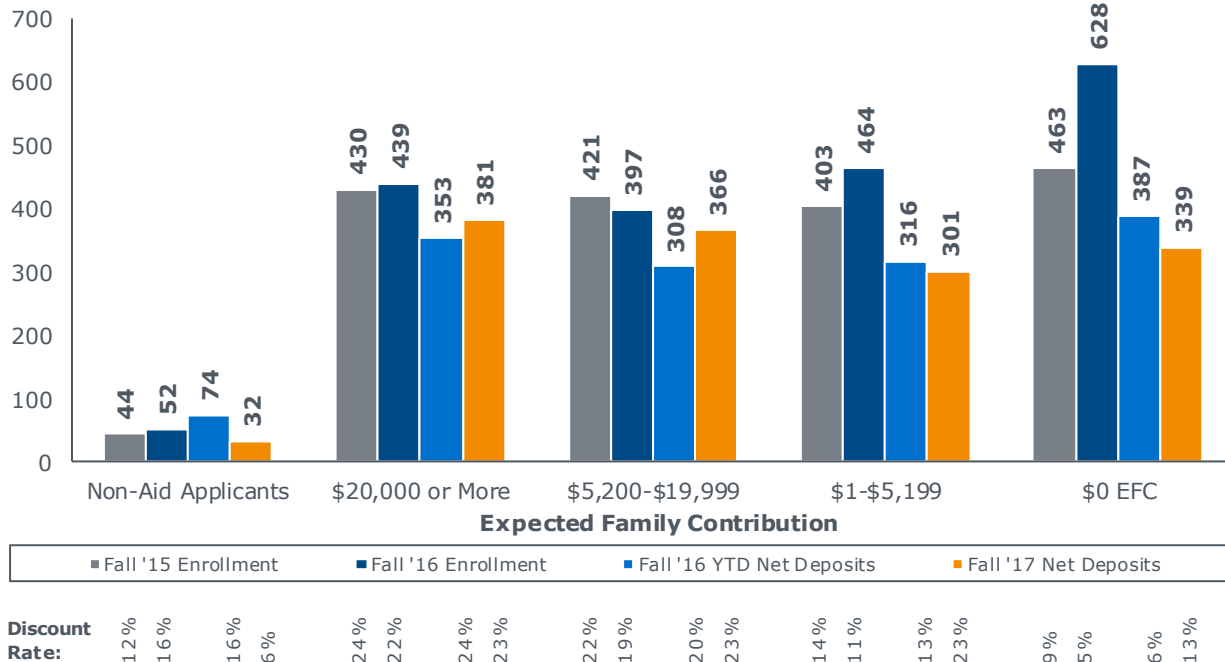
2% 0% 0% 4% 4% 2% 3% 5% 13% 9% 9% 16% 23% 21% 21% 26% 40% 42% 44% 41%

Deposits by EFC Index

In-State Tuition

*Deposits Refer to
NSO Registrations

As of 05/22/2017



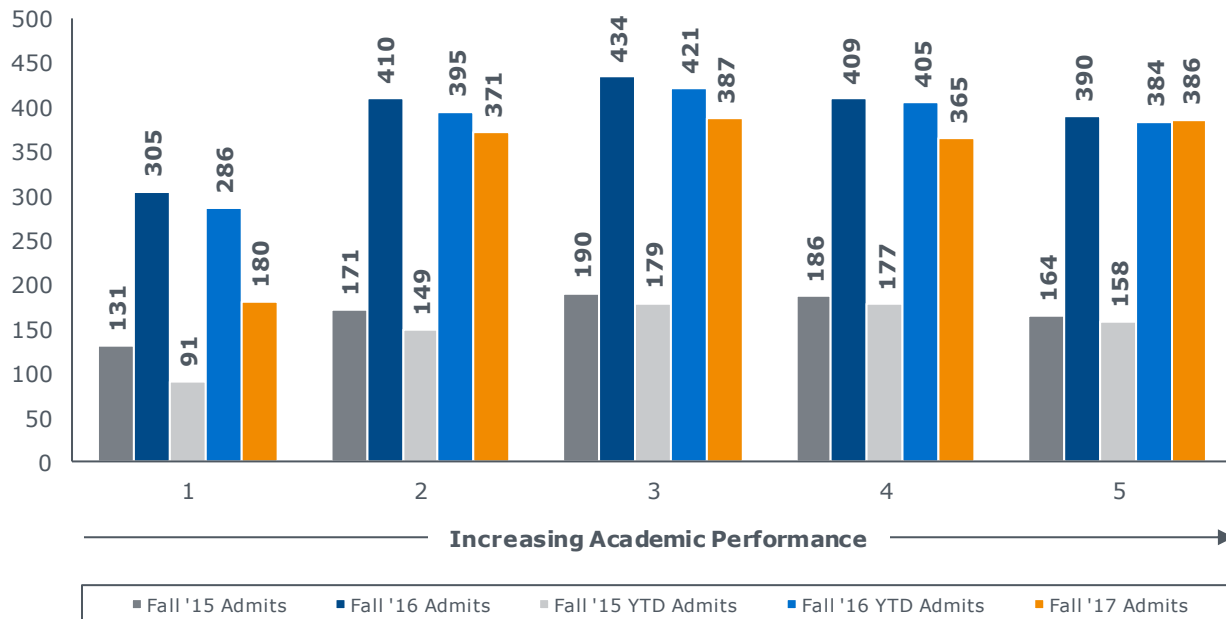


Model Population: Out-of-State Tuition

Admits by Academic Index

Out-of-State Tuition

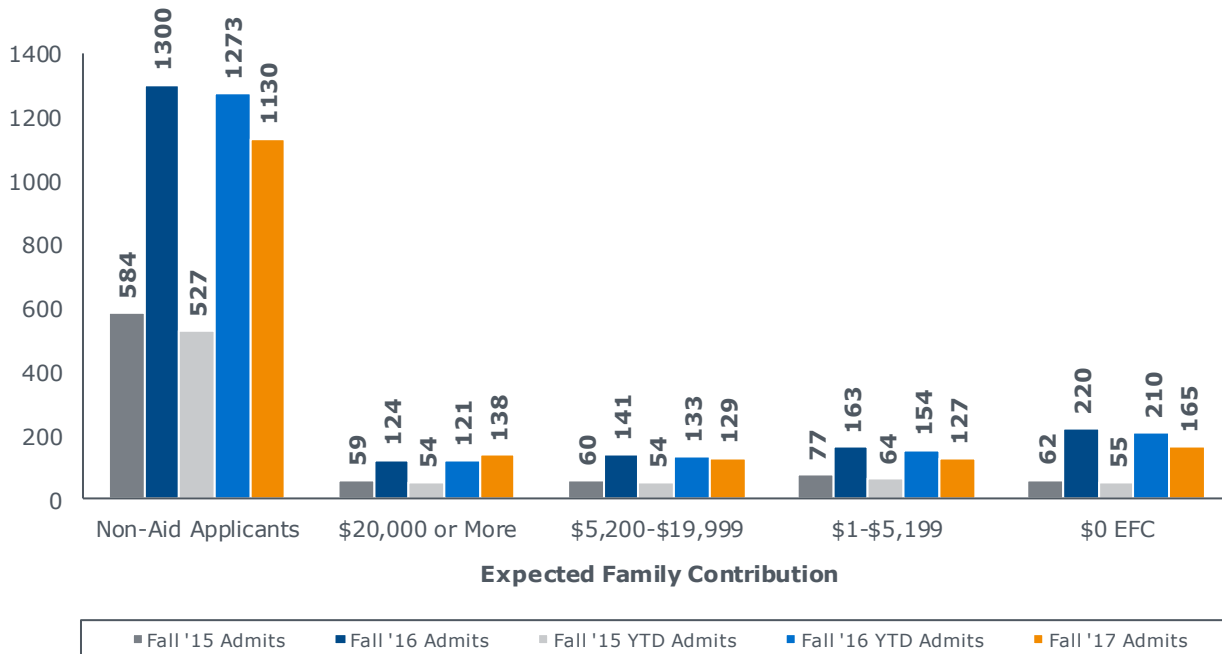
As of 05/22/2017



Admits by EFC Index

Out-of-State Tuition

As of 05/22/2017

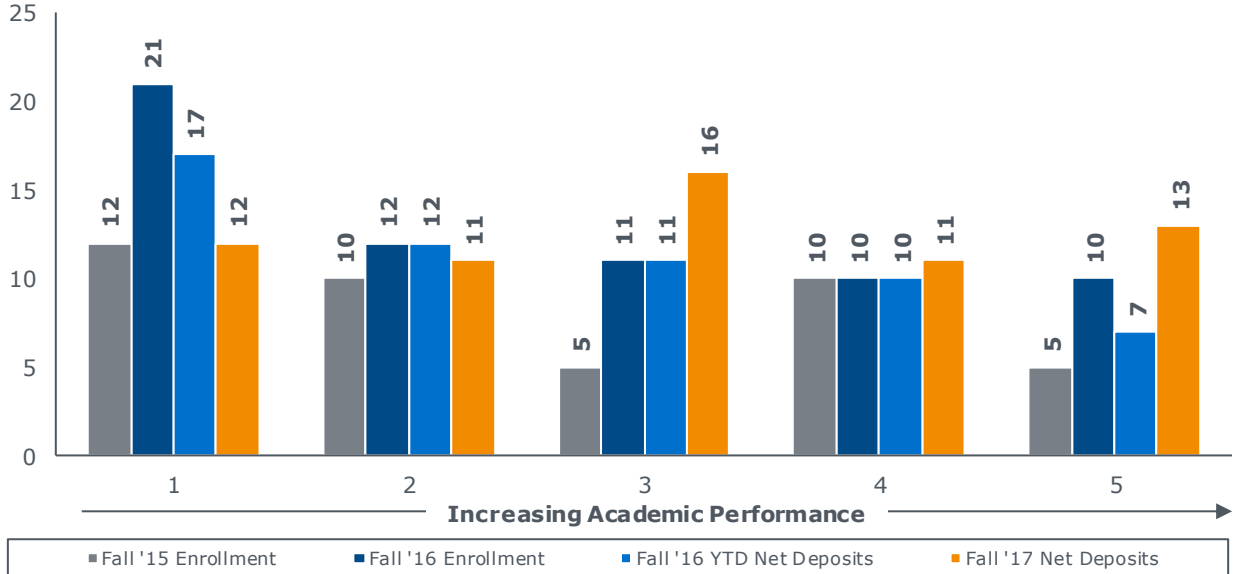


Deposits by Academic Index

Out-of-State Tuition

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

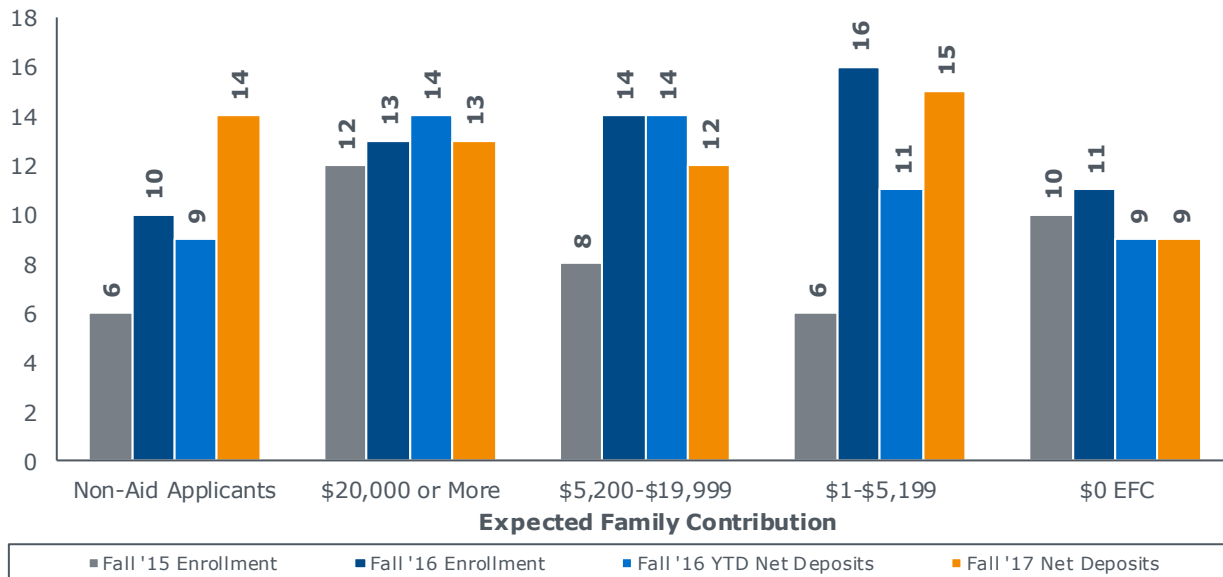
0% 2% 3% 0% 5% 1% 0% 0% 8% 8% 9% 4% 17% 9% 10% 12% 22% 17% 17% 20%

Deposits by EFC Index

Out-of-State Tuition

*Deposits Refer to
NSO Registrations

As of 05/22/2017



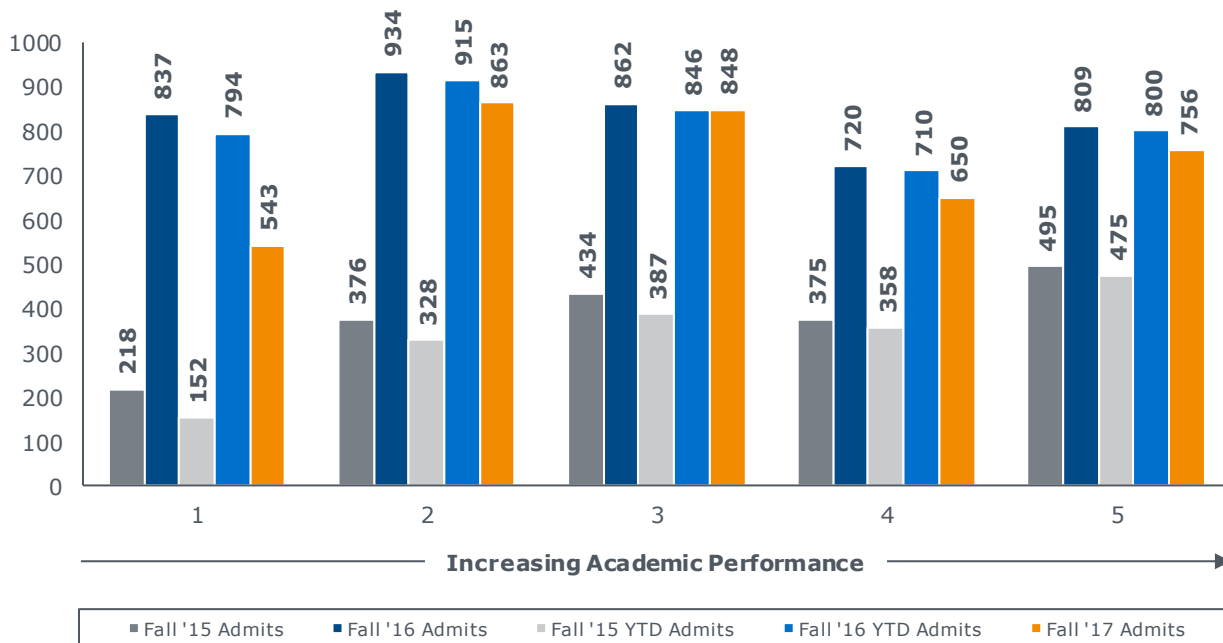


Model Population: 250R Tuition

Admits by Academic Index

250R Tuition

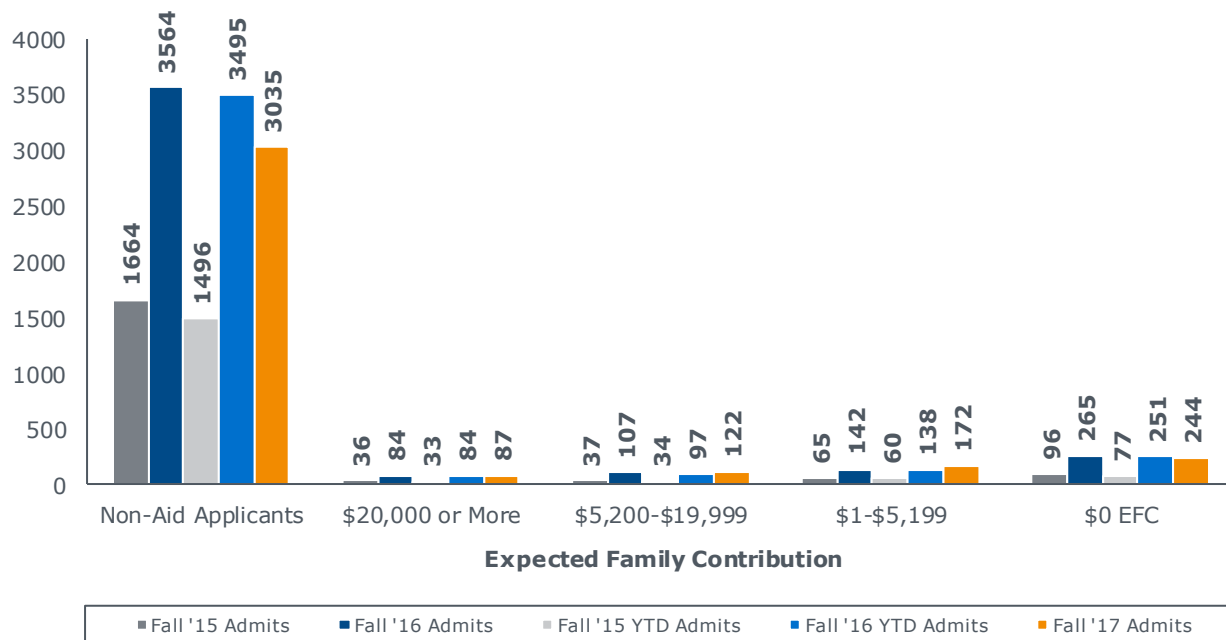
As of 05/22/2017



Admits by EFC Index

250R Tuition

As of 05/22/2017

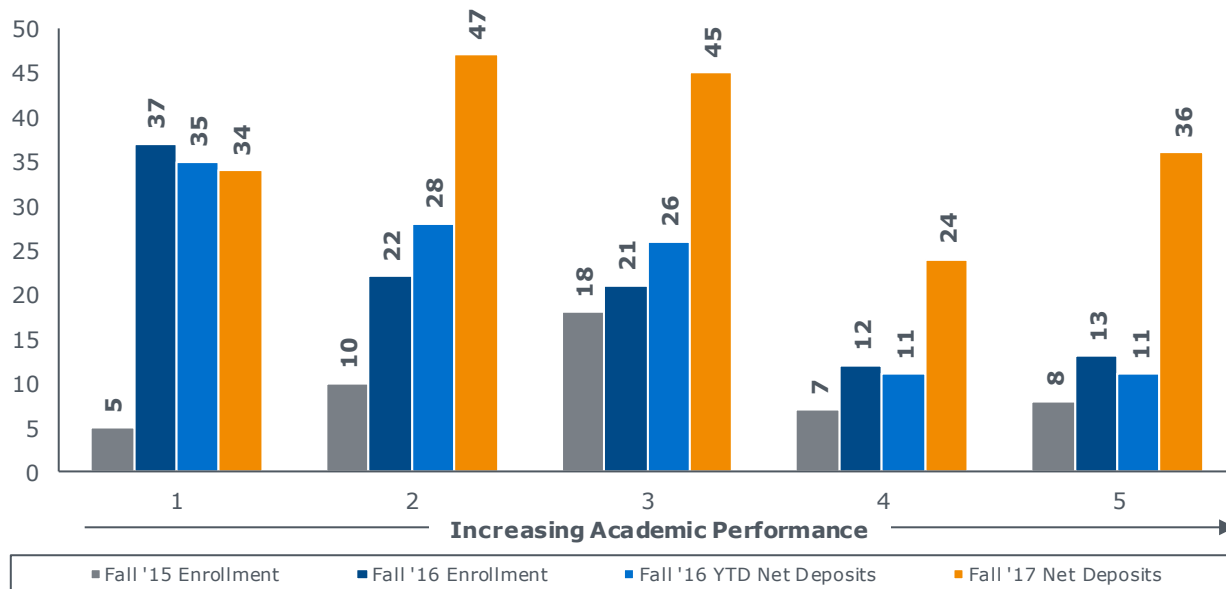


Deposits by Academic Index

250R Tuition

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

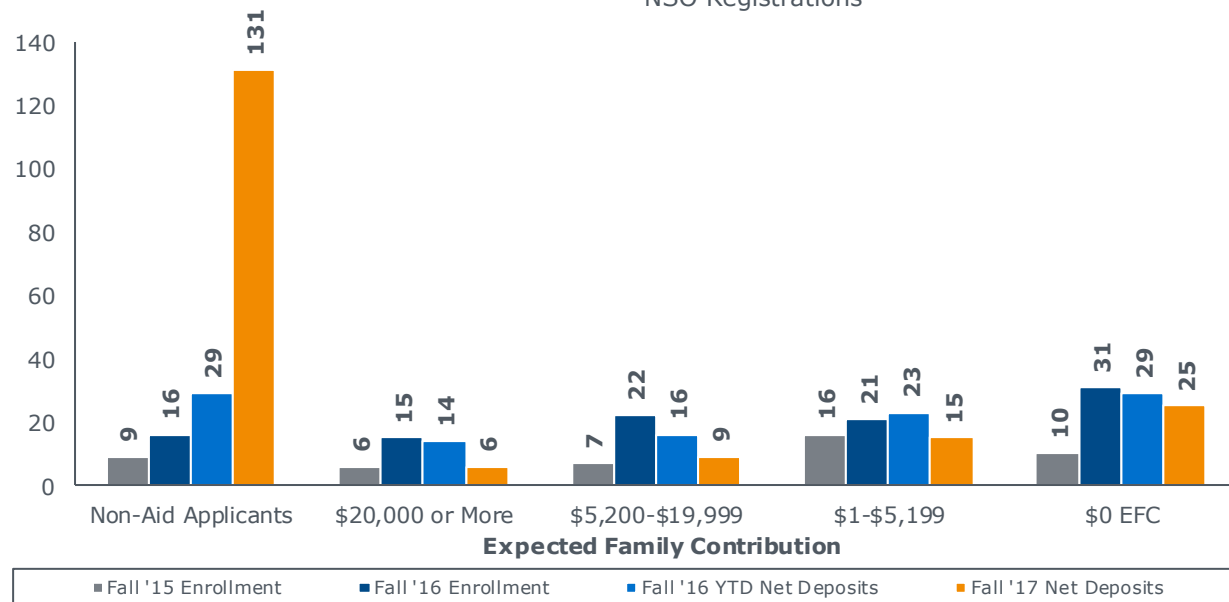
0% 0% 0% 0% 6% 1% 0% 2% 18% 10% 8% 5% 17% 12% 17% 12% 23% 24% 26% 29%

Deposits by EFC Index

250R Tuition

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount Rate: 16% 5% 3% 9% 19% 12% 13% 11% 13% 10% 12% 15% 14% 4% 5% 9% 12% 4% 4% 7%

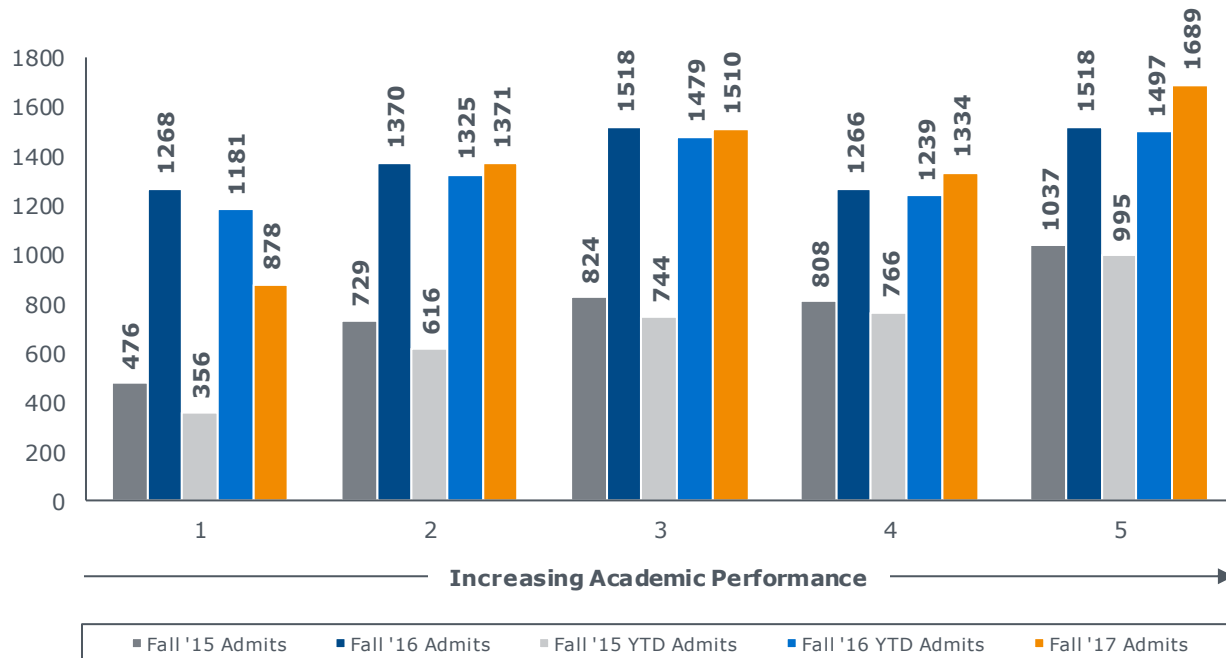


Model Population: Females

Admits by Academic Index

Female

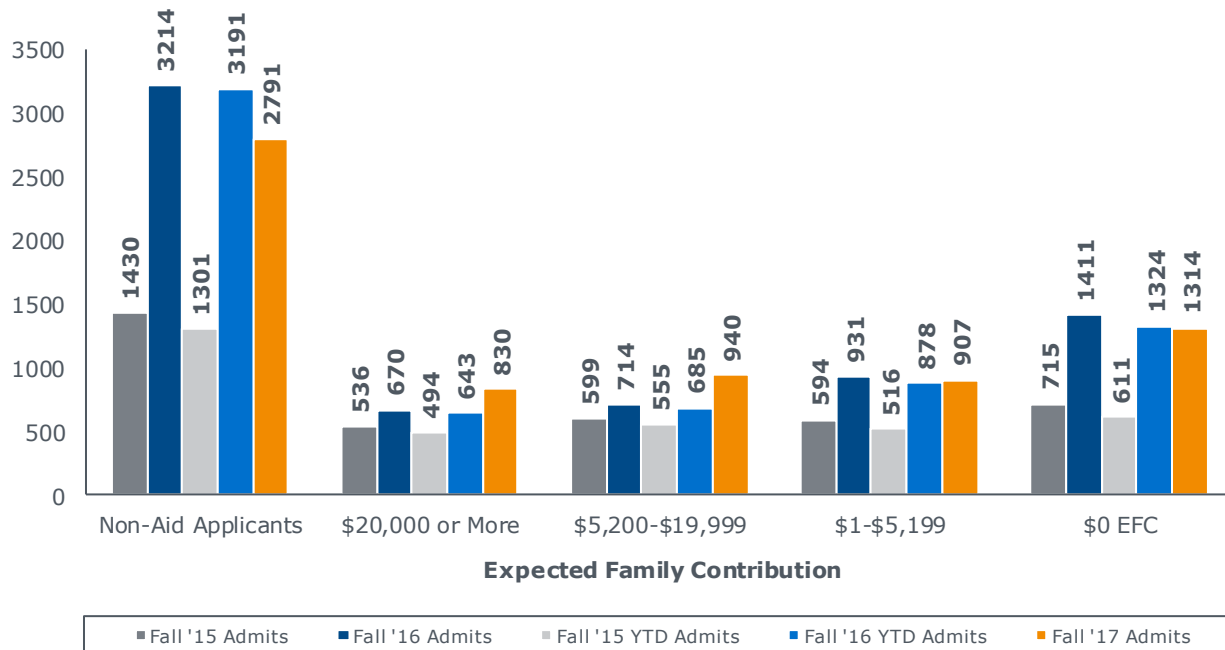
As of 05/22/2017



Admits by EFC Index

Female

As of 05/22/2017

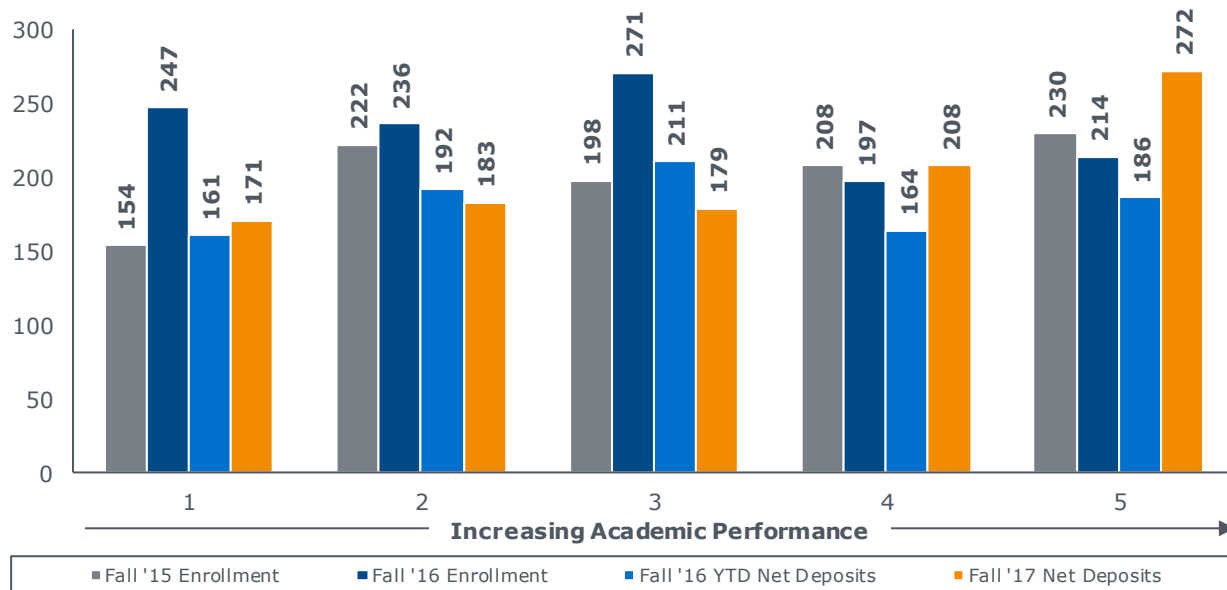


Deposits by Academic Index

Female

*Deposits Refer to
NSO Registrations

As of 05/22/2017



**Discount
Rate:**

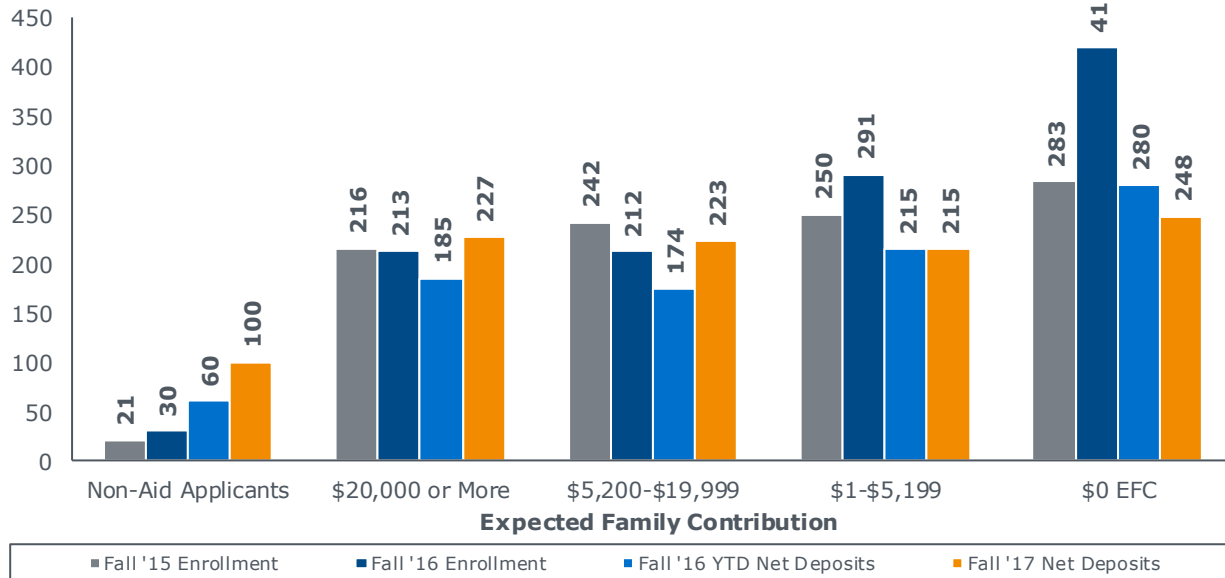
2% 1% 1% 3% 3% 1% 1% 3% 10% 6% 7% 10% 17% 17% 19% 20% 37% 35% 37% 37%

Deposits by EFC Index

Female

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

14%

9%

7%

7%

21%

21%

23%

22%

20%

17%

19%

20%

11%

8%

9%

19%

7%

5%

6%

11%

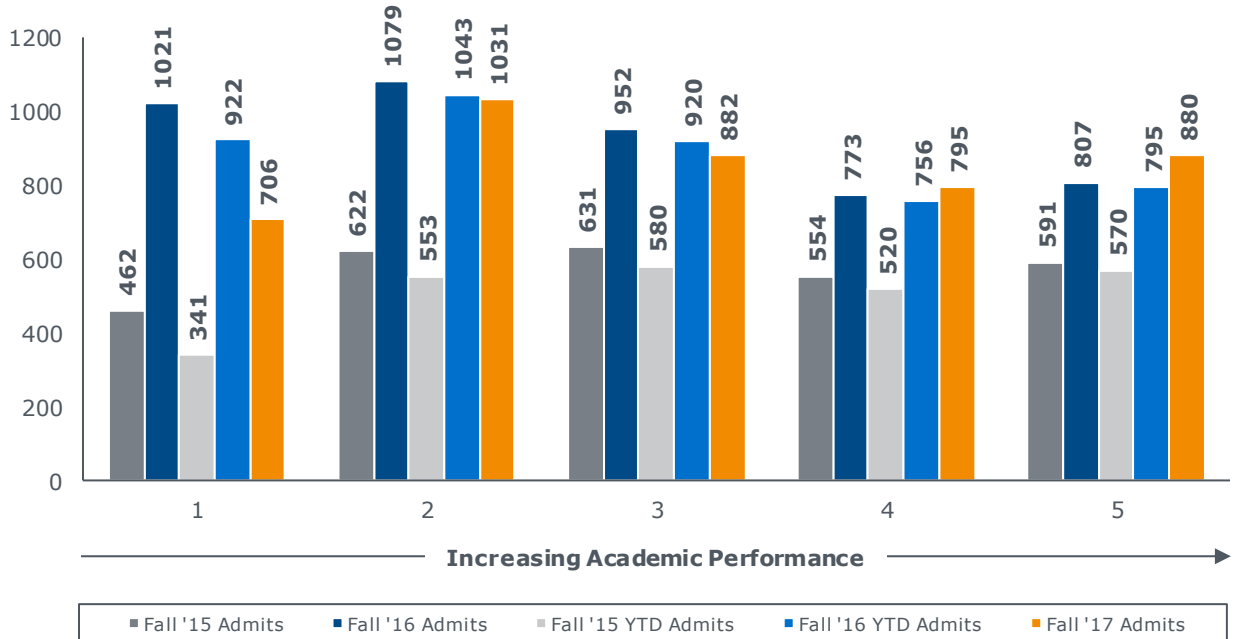


Model Population: Males

Admits by Academic Index

Male

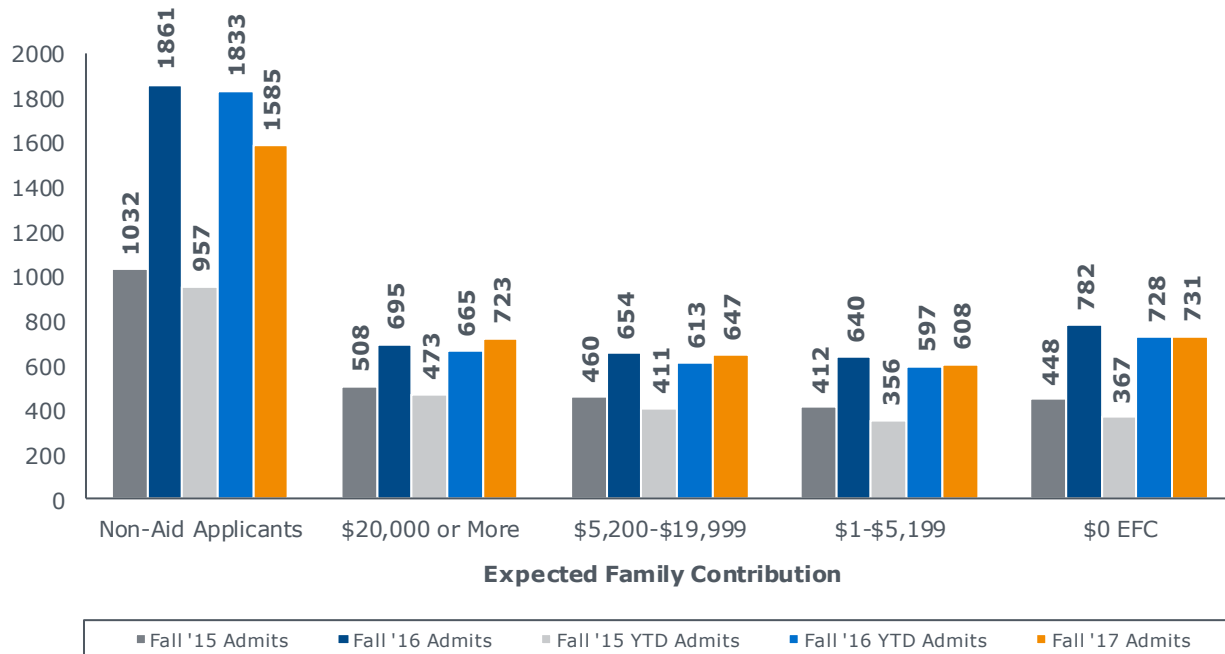
As of 05/22/2017



Admits by EFC Index

Male

As of 05/22/2017

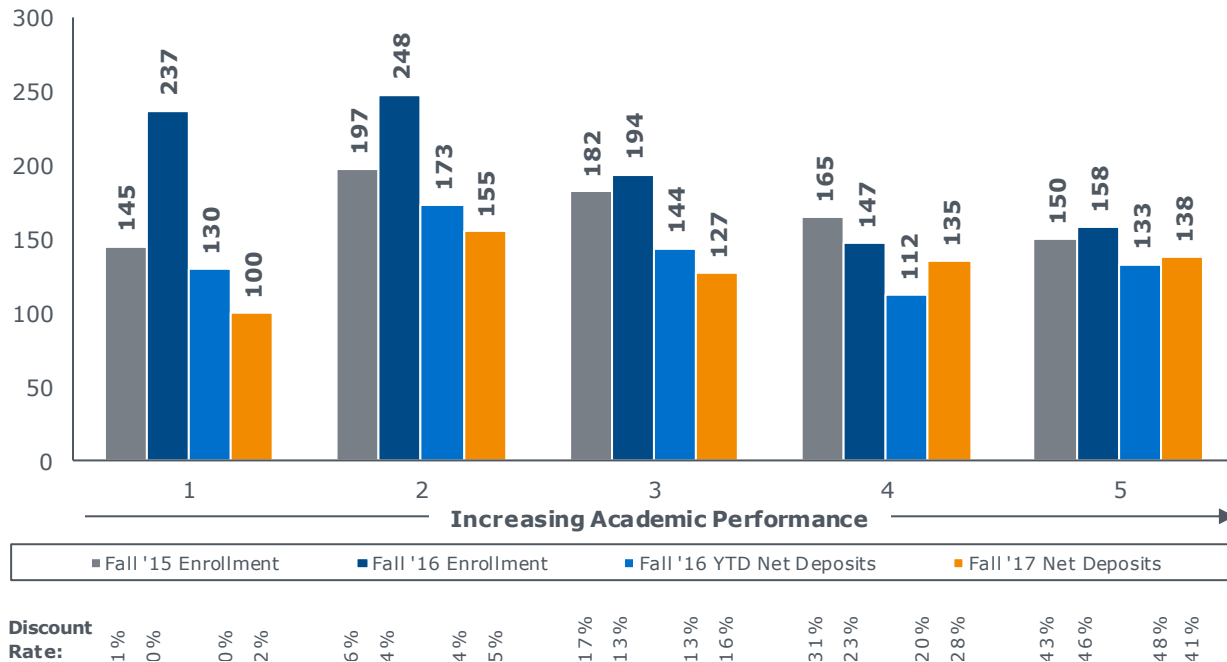


Deposits by Academic Index

Male

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount Rate:

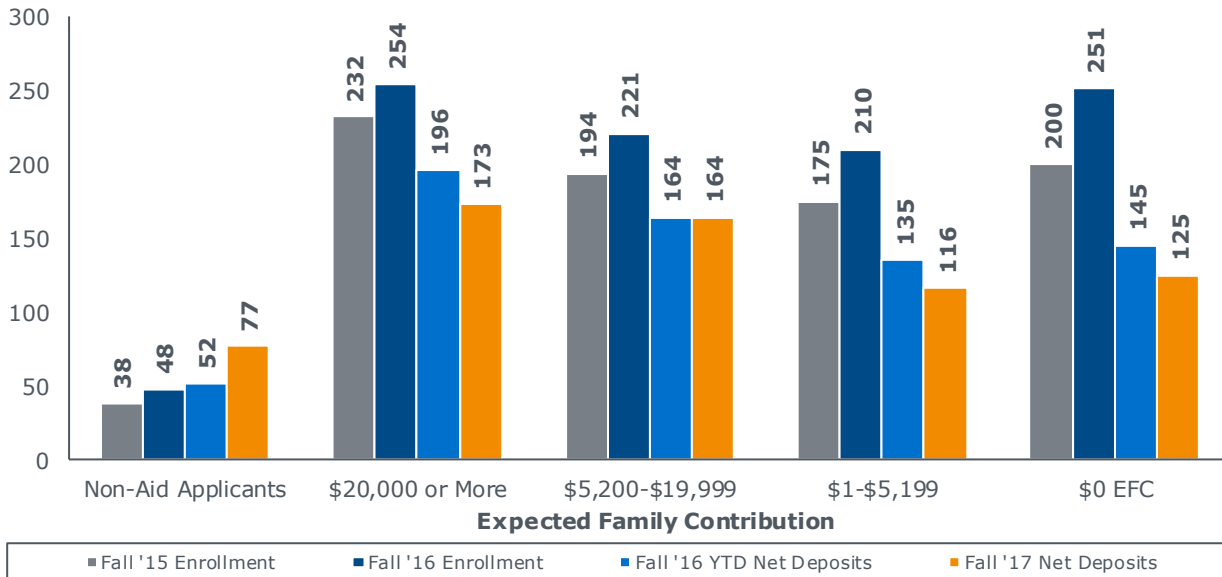
1% 0% 0% 2% 6% 4% 4% 5% 17% 13% 13% 16% 31% 23% 20% 28% 43% 46% 48% 41%

Deposits by EFC Index

Male

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount Rate:

15%

12%

15%

9%

24%

21%

22%

22%

23%

18%

17%

24%

18%

13%

15%

22%

11%

6%

7%

14%

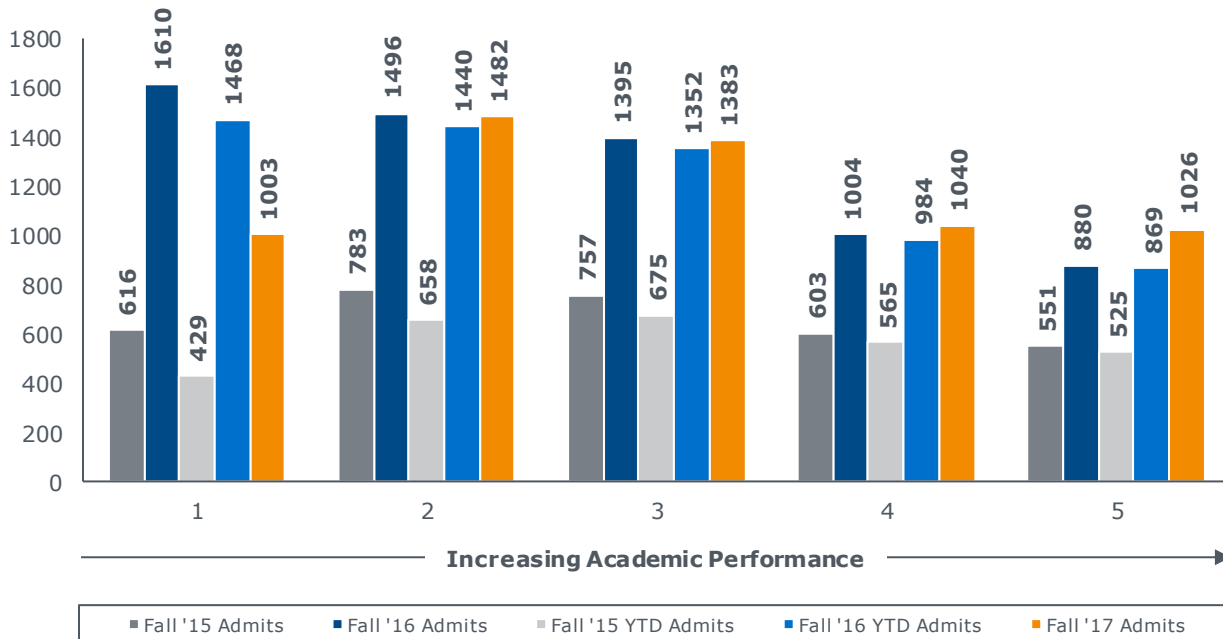


Model Population: Students of Color

Admits by Academic Index

Students of Color

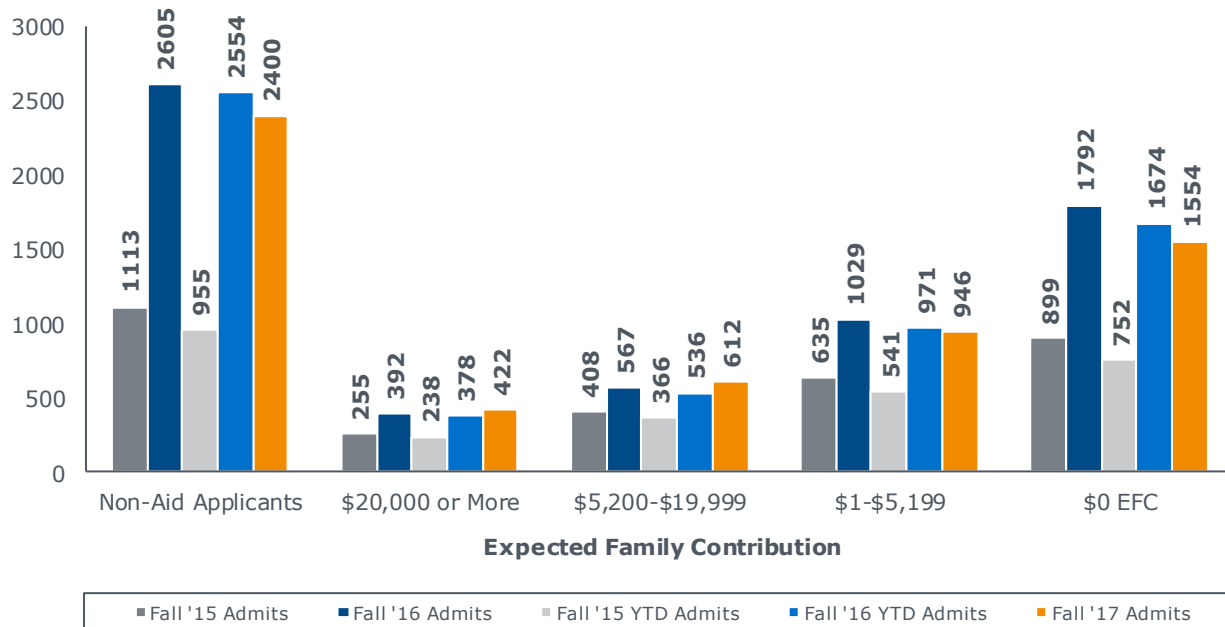
As of 05/22/2017



Admits by EFC Index

Students of Color

As of 05/22/2017

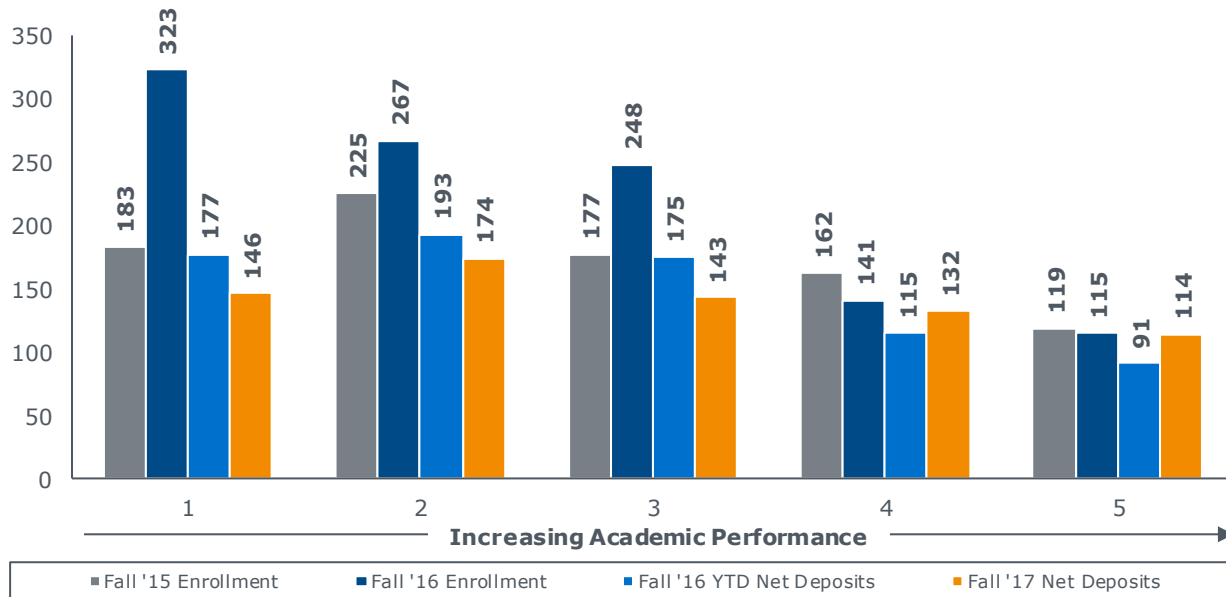


Deposits by Academic Index

Students of Color

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

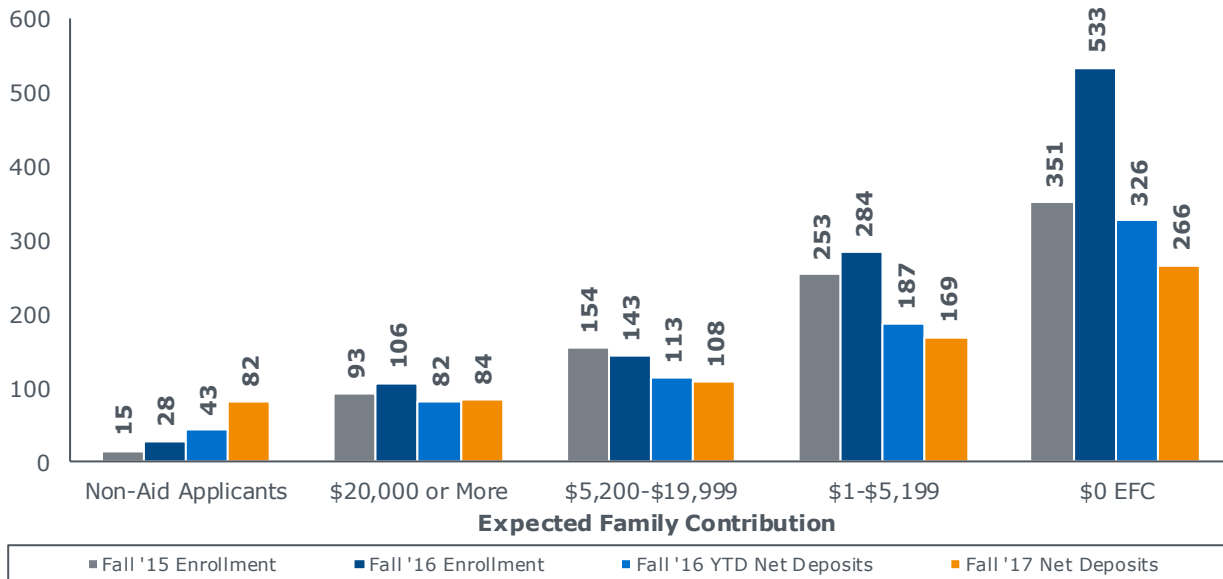
1% 1% 1% 3% 3% 2% 2% 3% 8% 6% 6% 9% 16% 14% 13% 17% 35% 32% 35% 33%

Deposits by EFC Index

Students of Color

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

12%

5%

5%

5%

17%

18%

19%

15%

15%

9%

9%

14%

10%

8%

9%

15%

7%

4%

4%

4%

10%

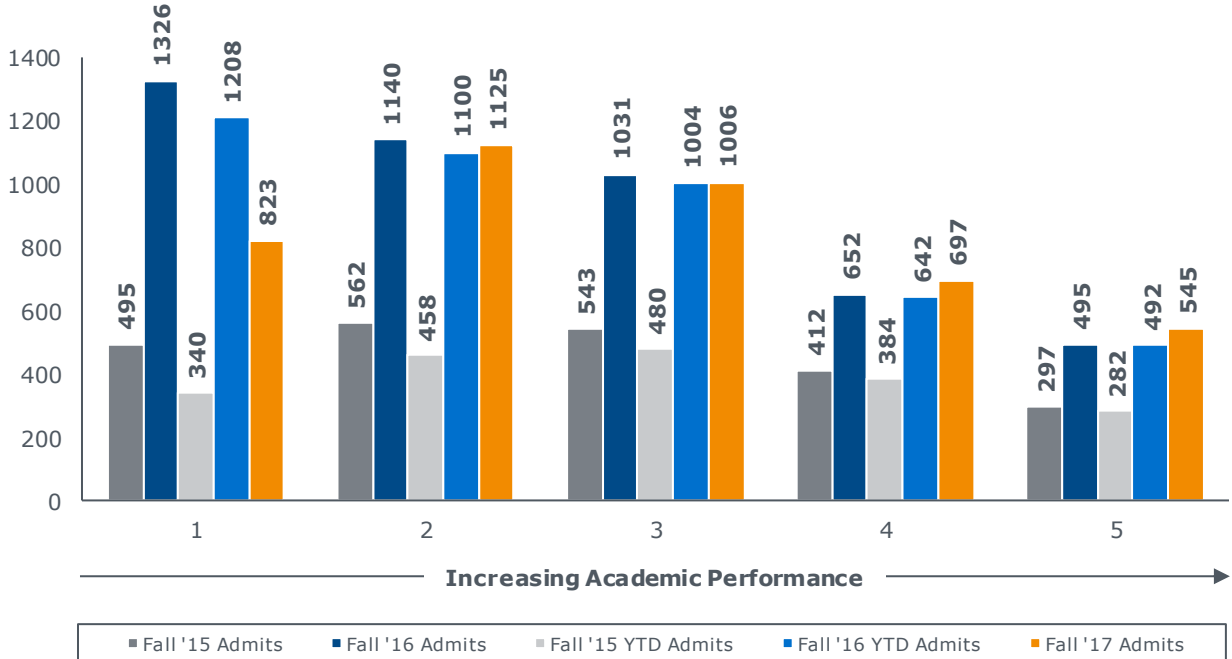


Model Population: African American Students

Admits by Academic Index

African American

As of 05/22/2017

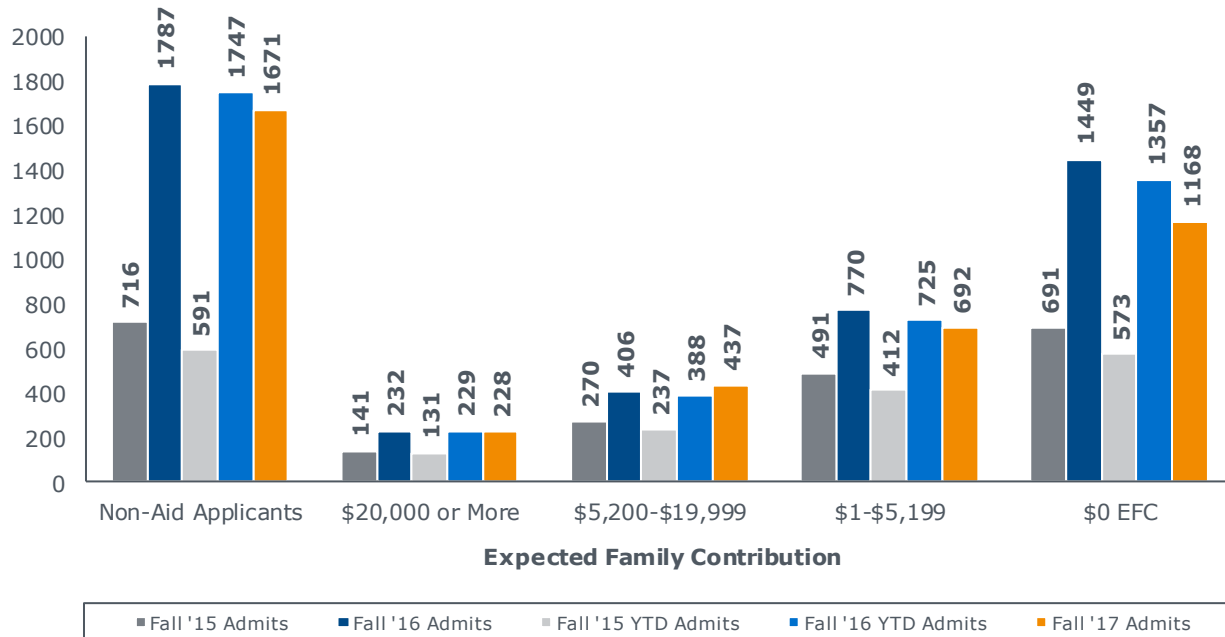


Admits by EFC Index

155

African American

As of 05/22/2017

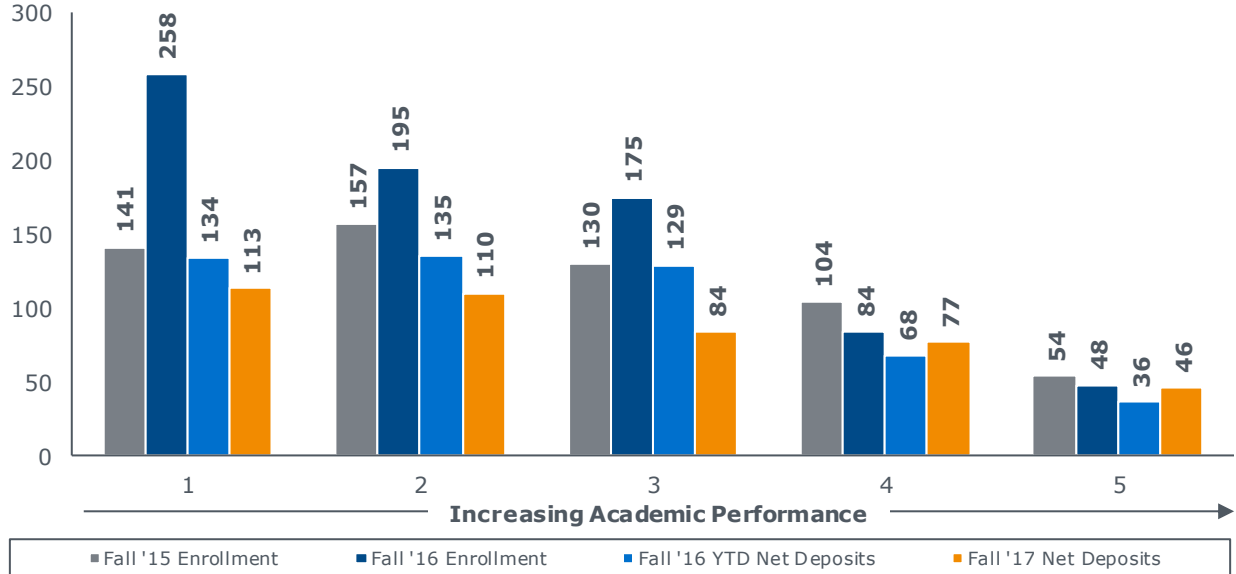


Deposits by Academic Index

African American

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

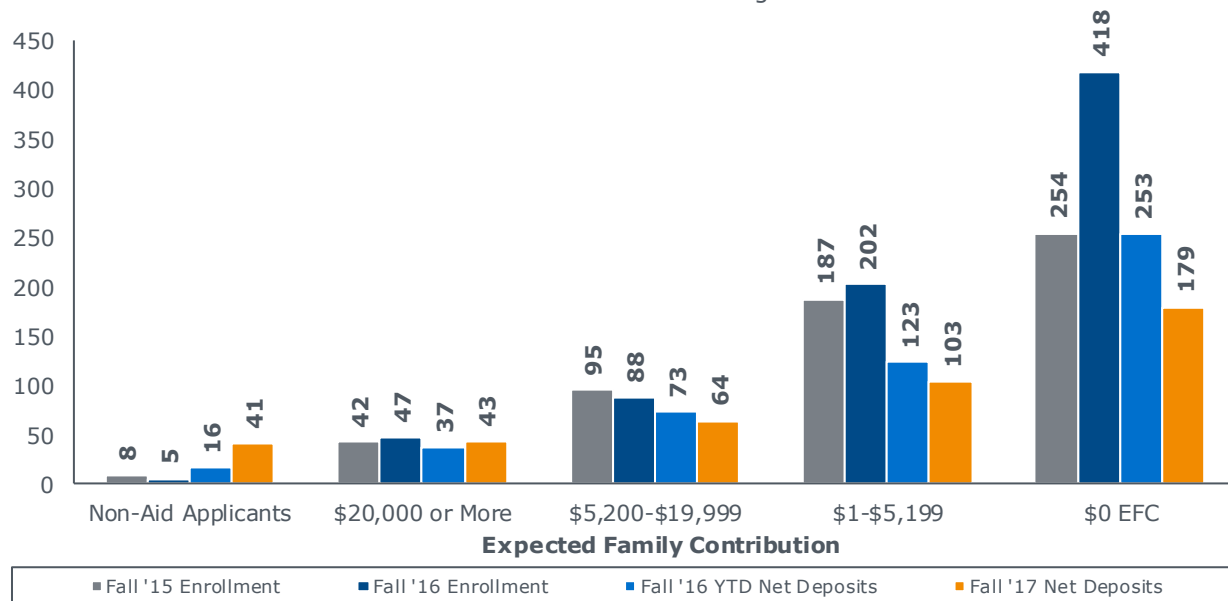
2% 1% 1% 3% 4% 2% 2% 3% 7% 5% 5% 8% 15% 14% 14% 18% 32% 27% 31% 30%

Deposits by EFC Index

African American

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount Rate:	5%	0%	1%	4%	10%	18%	20%	11%	16%	6%	5%	14%	9%	5%	7%	12%	5%	3%	3%	8%
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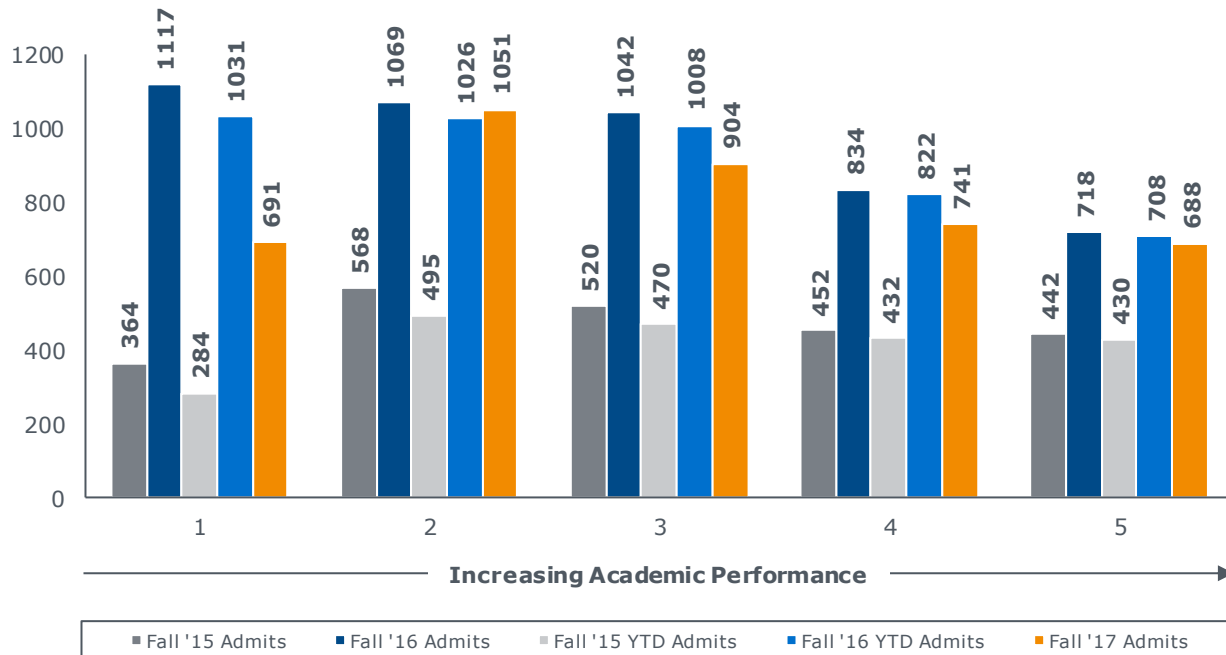


Model Population: First Generation Students

Admits by Academic Index

First Generation

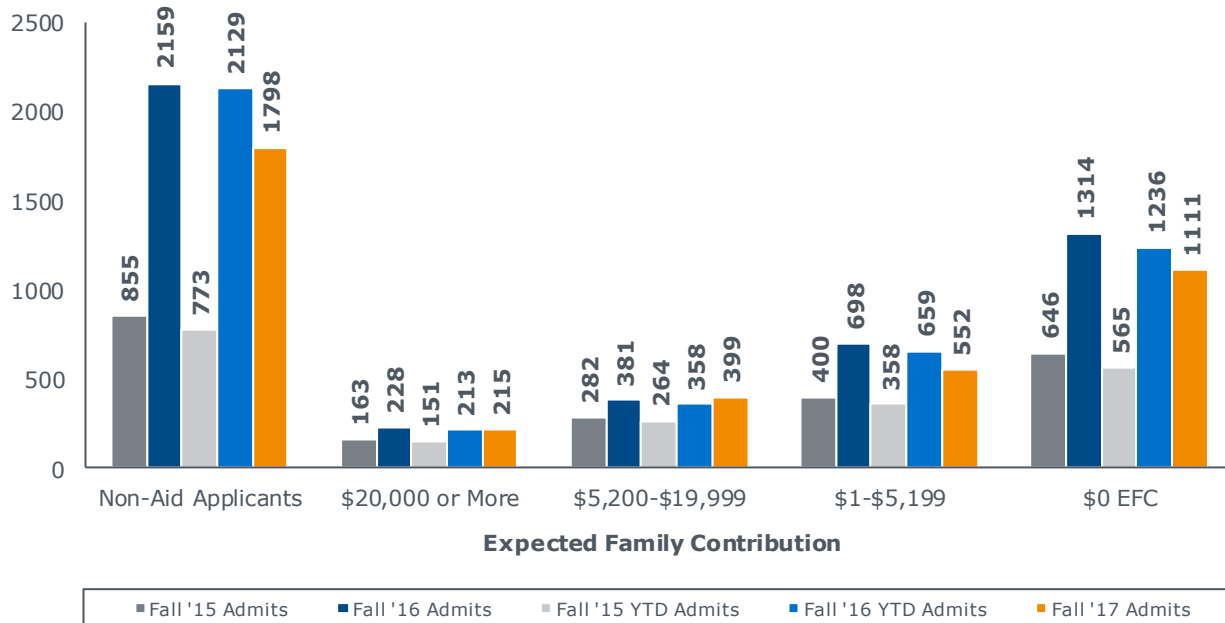
As of 05/22/2017



Admits by EFC Index

First Generation

As of 05/22/2017

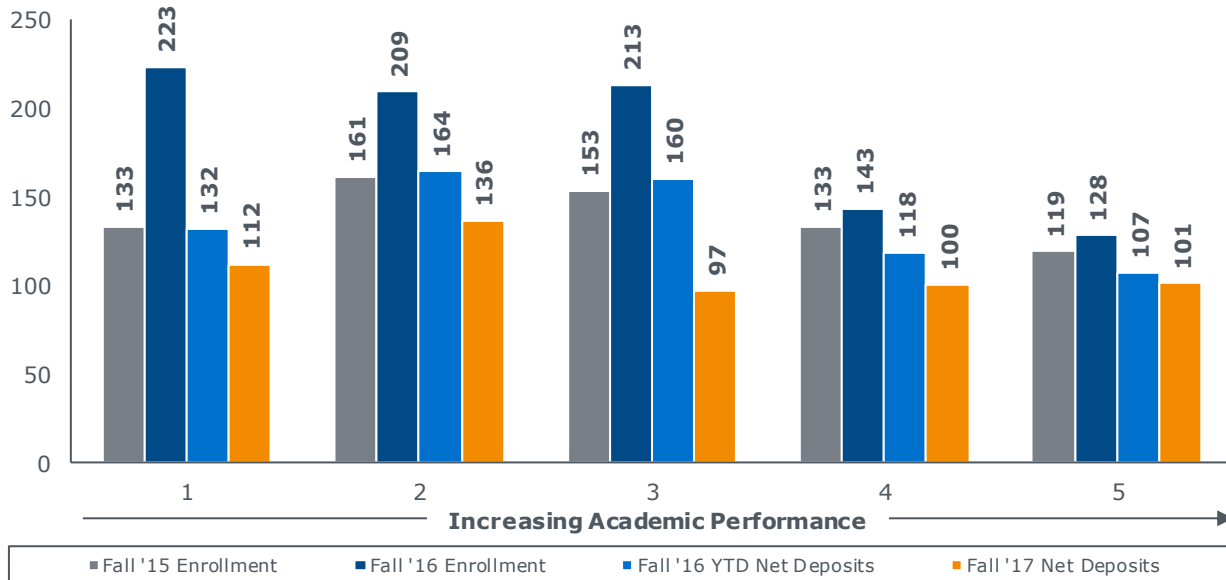


Deposits by Academic Index

First Generation

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

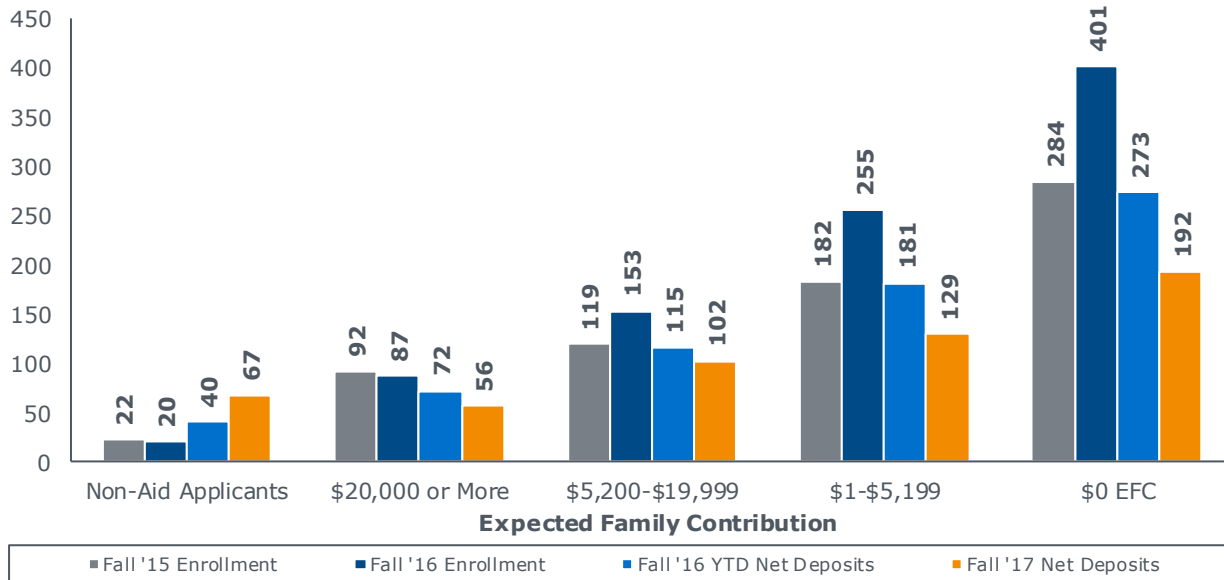
3% 0% 0% 3% 4% 1% 1% 4% 11% 6% 7% 10% 17% 15% 15% 20% 36% 36% 37% 35%

Deposits by EFC Index

First Generation

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

13%

4%

4%

5%

21%

19%

19%

19%

18%

16%

17%

18%

13%

9%

10%

17%

9%

5%

6%

11%

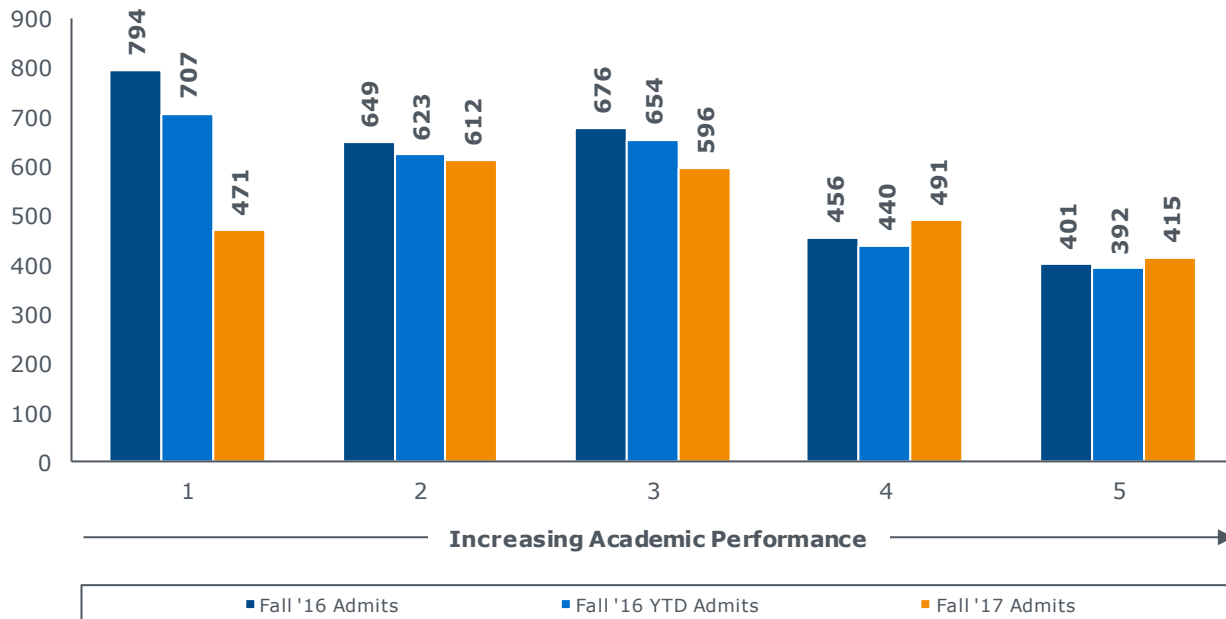


Model Population: Tiger Success Grant Recipients

Admits by Academic Index

Tiger Success Grant Recipients

As of 05/22/2017

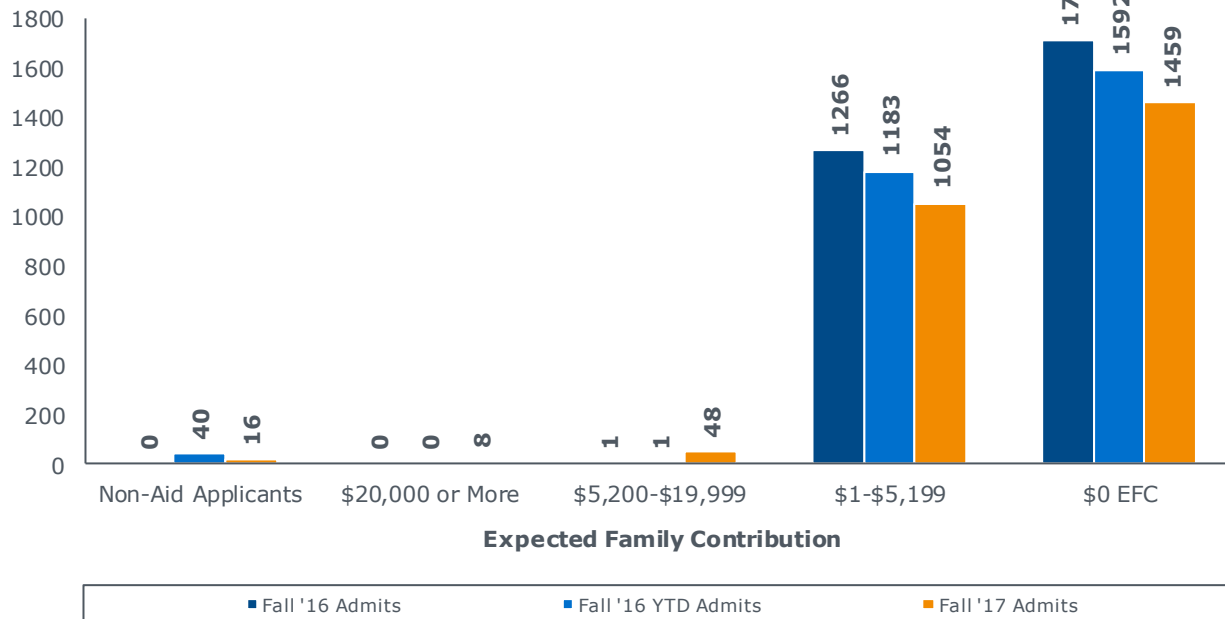


Admits by EFC Index



Tiger Success Grant Recipients

As of 05/22/2017

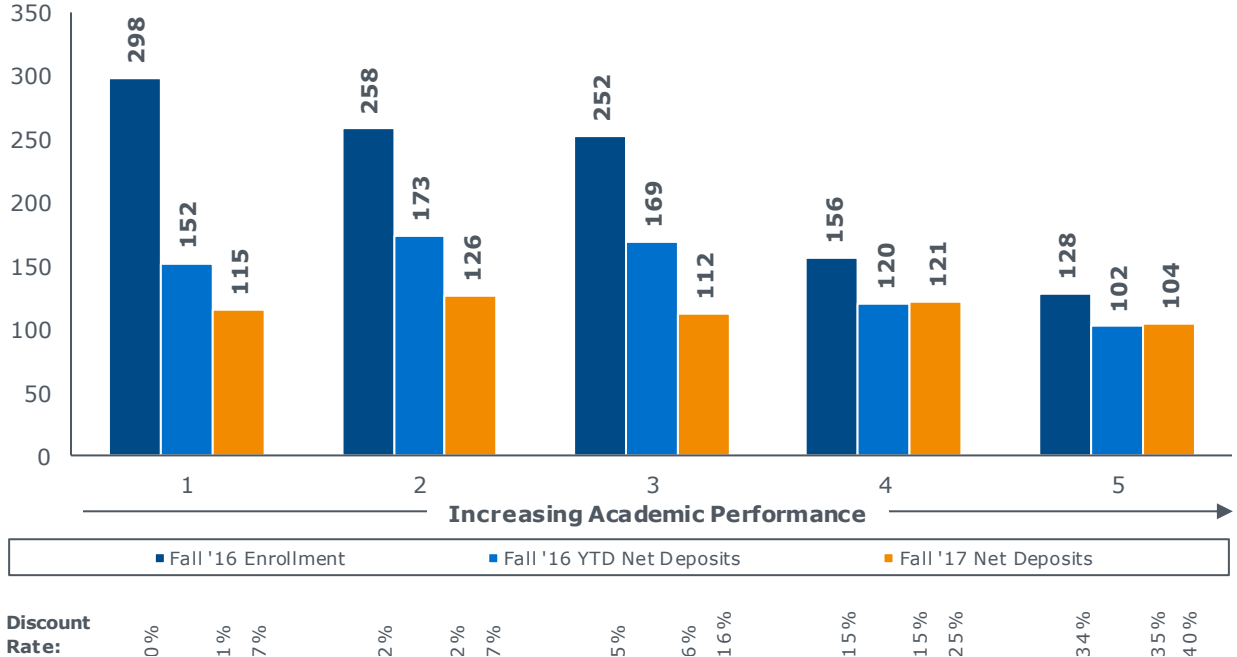


Deposits by Academic Index

Tiger Success Grant Recipients

*Deposits Refer to
NSO Registrations

As of 05/22/2017

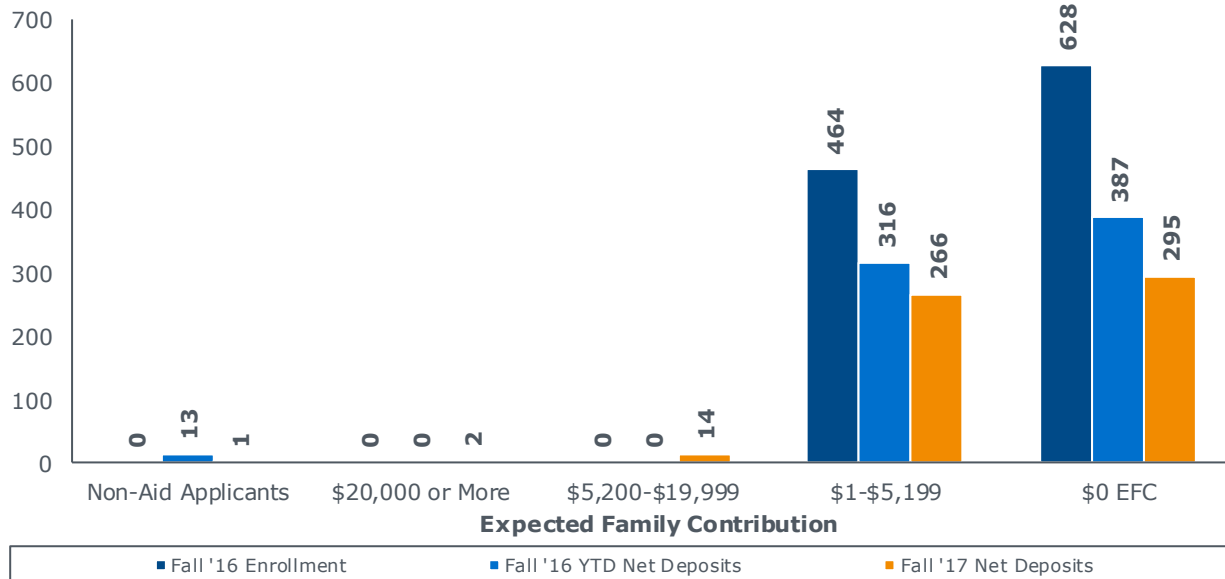


Deposits by EFC Index

Tiger Success Grant Recipients

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

12%

5%

21%

33%

11%

13%

23%

5%

6%

13%

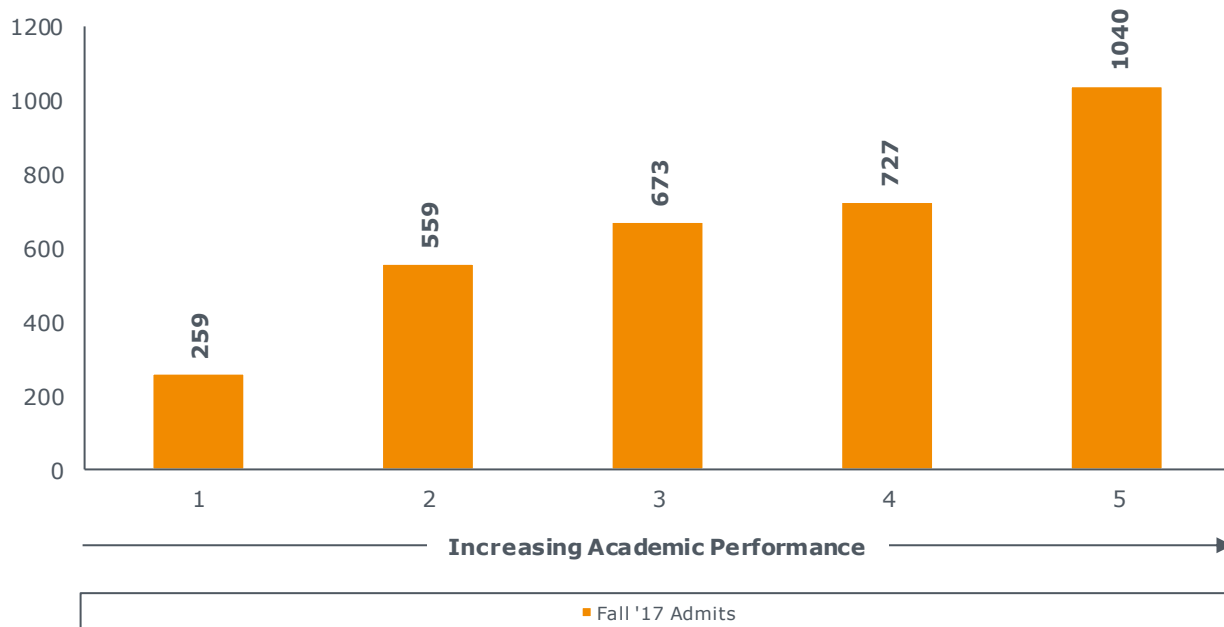


Model Population: Self-Reported

Admits by Academic Index

Self-Reported

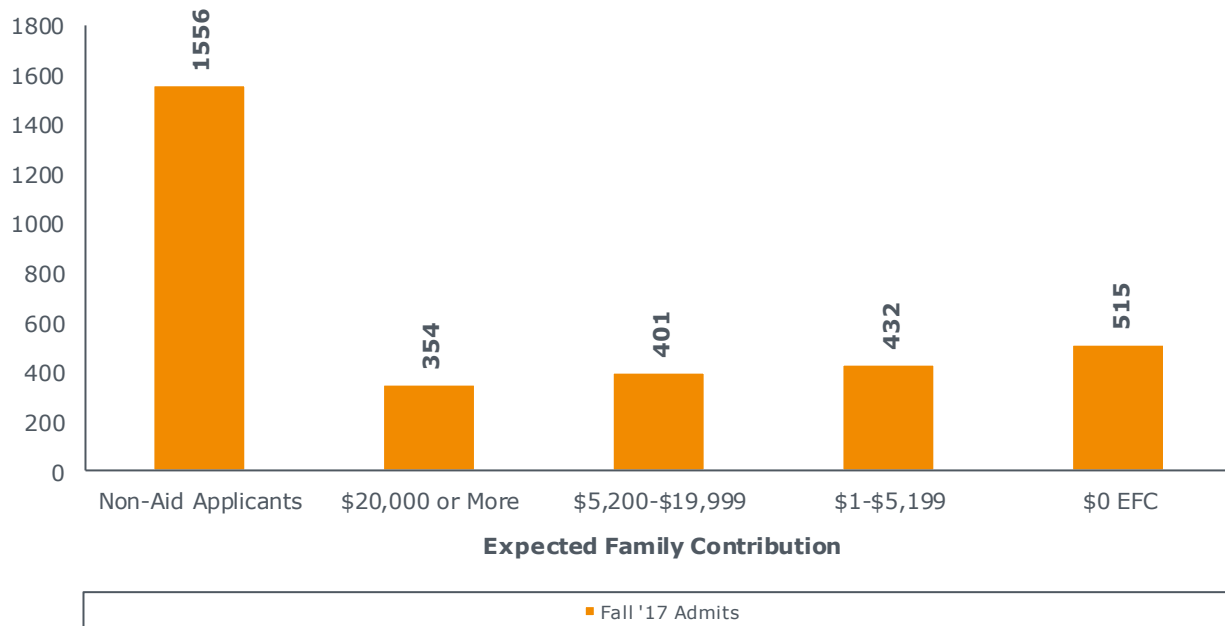
As of 05/22/2017



Admits by EFC Index

Self-Reported

As of 05/22/2017

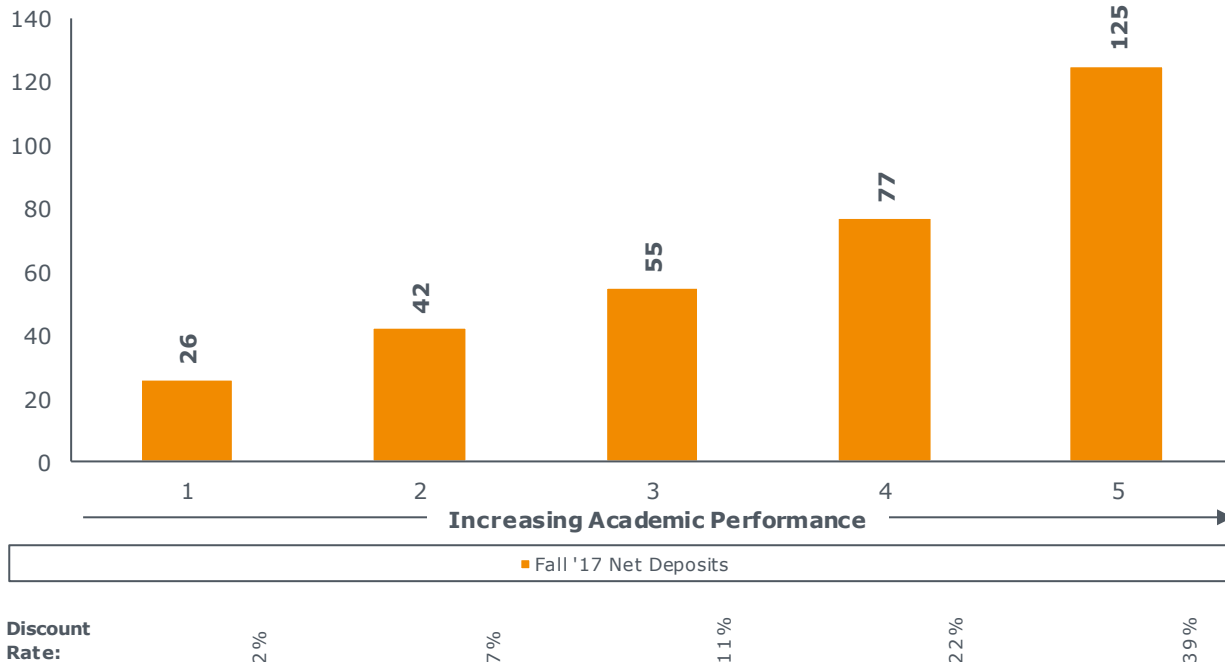


Deposits by Academic Index

Self-Reported

*Deposits Refer to
NSO Registrations

As of 05/22/2017

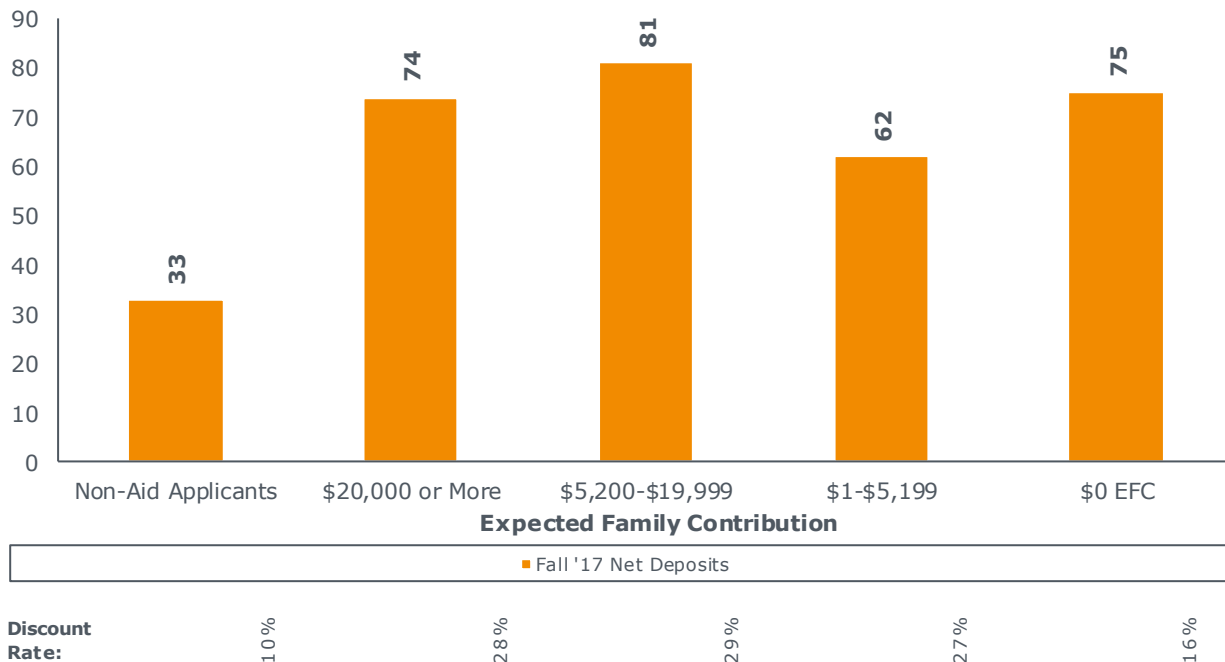


Deposits by EFC Index

Self-Reported

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

10%

28%

29%

27%

16%

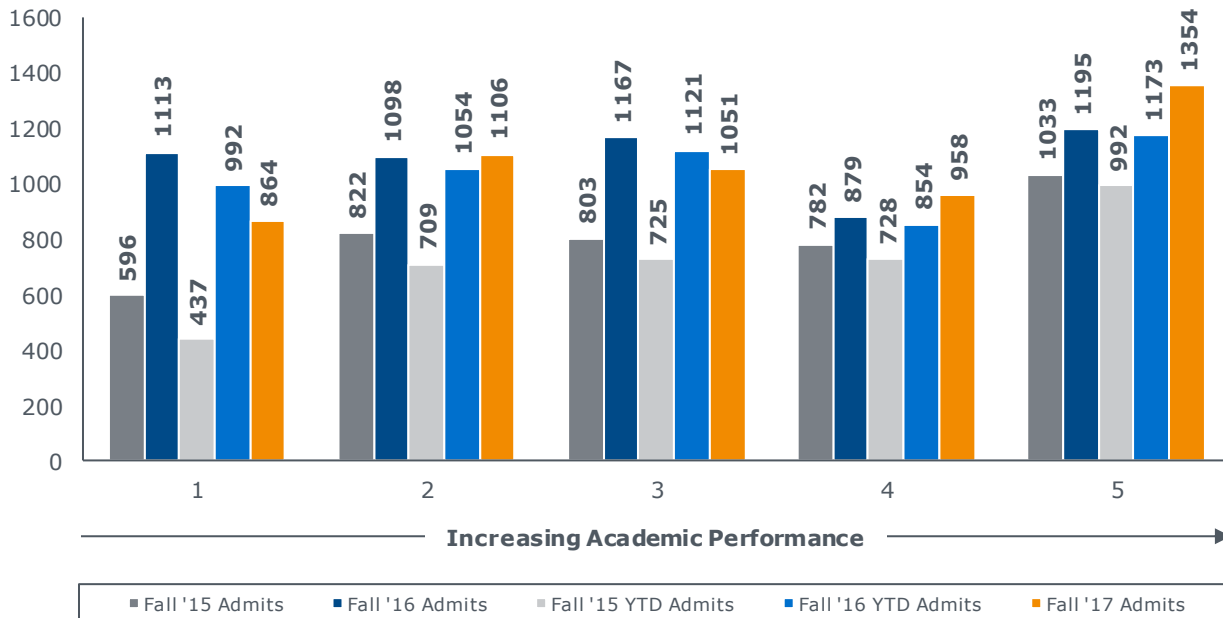


Model Population: Memphis Market

Admits by Academic Index

Memphis

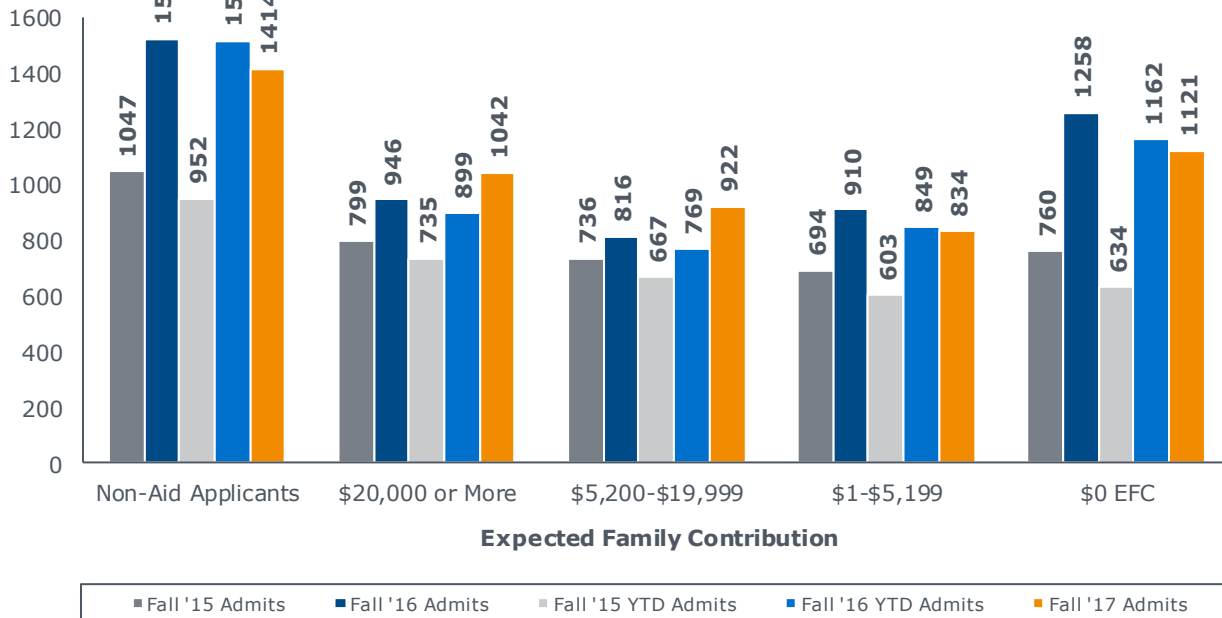
As of 05/22/2017



Admits by EFC Index

Memphis

As of 05/22/2017

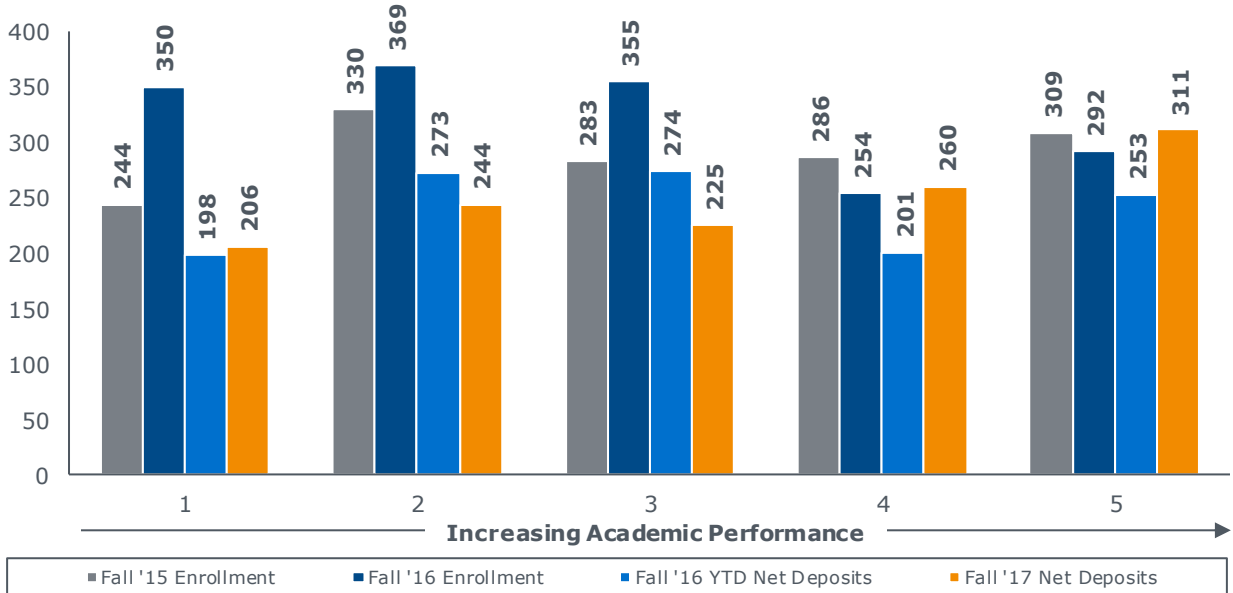


Deposits by Academic Index

Memphis

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

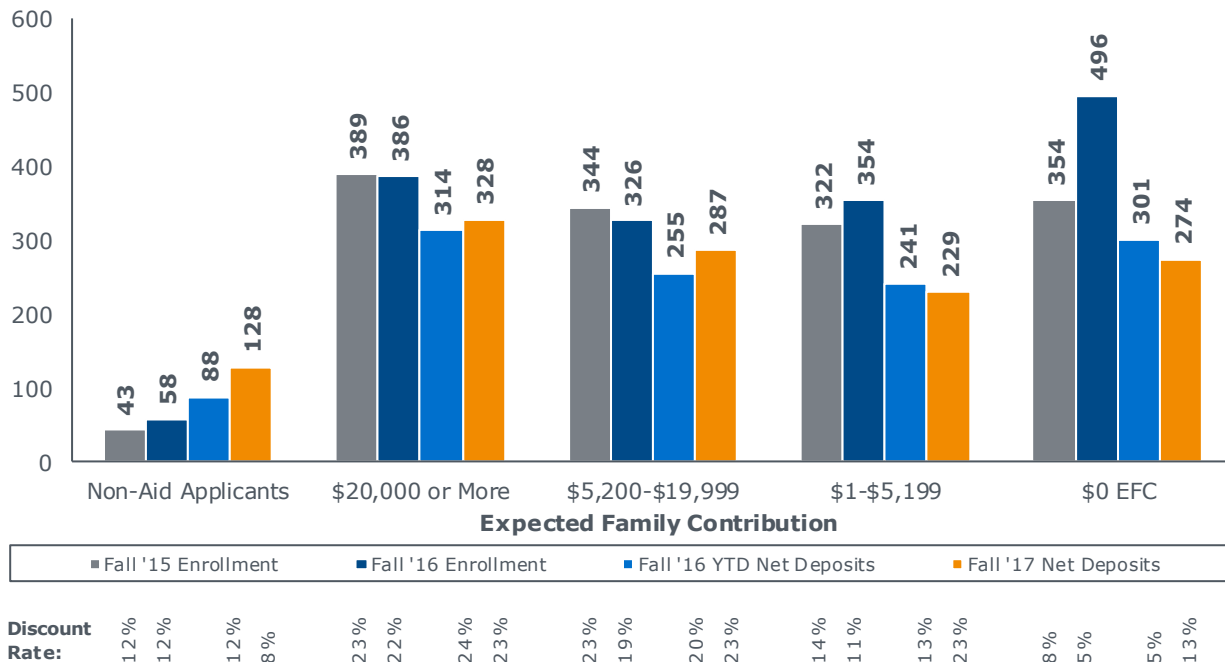
2% 0% 0% 3% 4% 2% 3% 4% 14% 10% 9% 14% 23% 20% 20% 25% 40% 41% 43% 40%

Deposits by EFC Index

Memphis

*Deposits Refer to
NSO Registrations

As of 05/22/2017



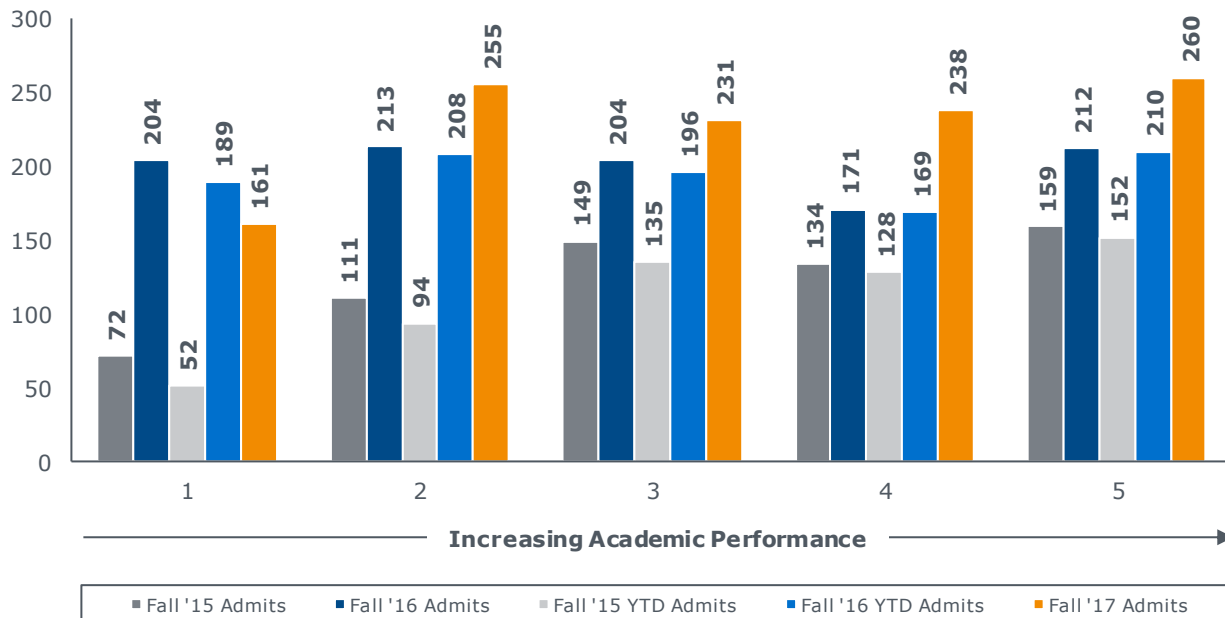


Model Population: Other Western TN Market

Admits by Academic Index

Other Western TN

As of 05/22/2017

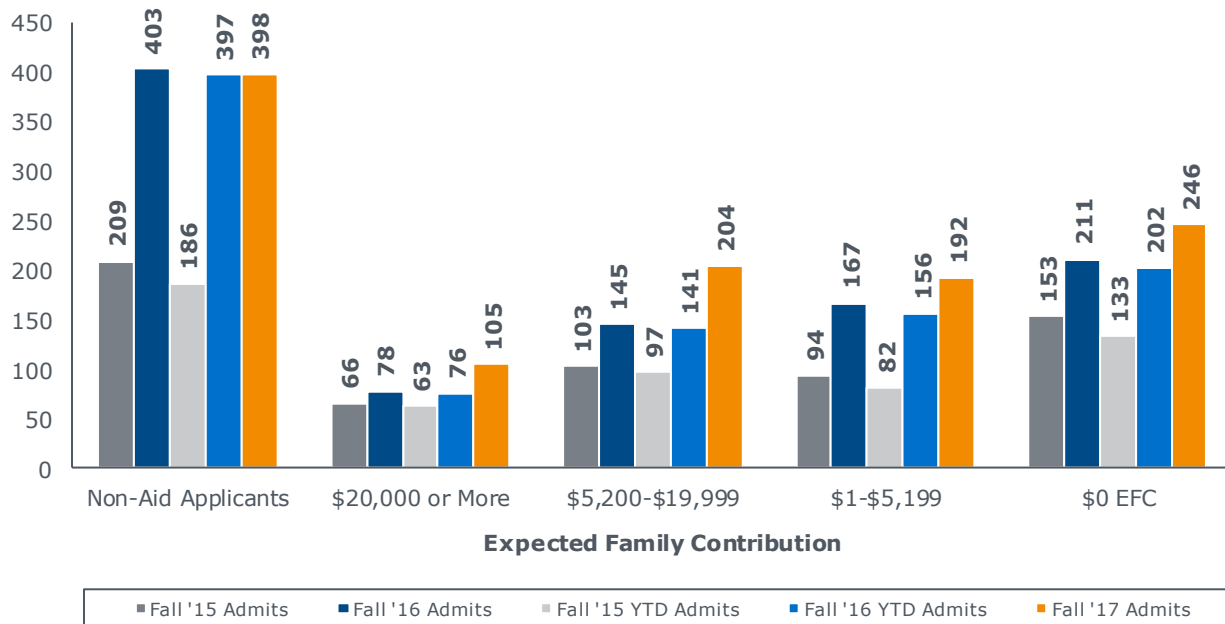


Admits by EFC Index



Other Western TN

As of 05/22/2017

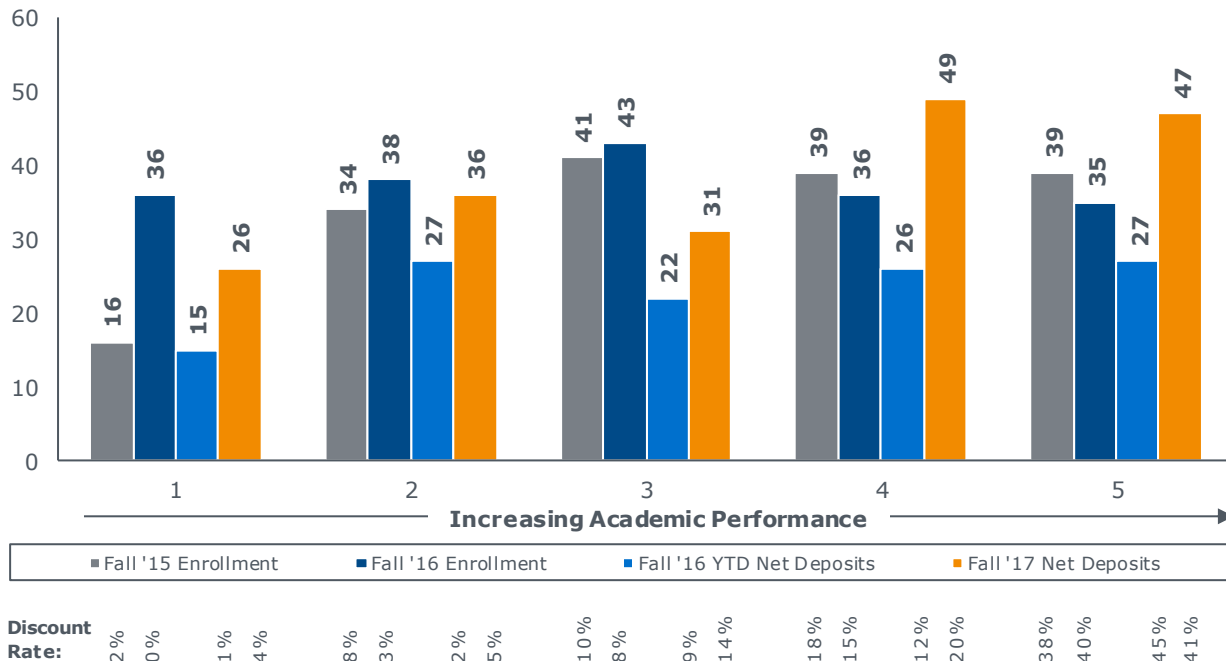


Deposits by Academic Index

Other Western TN

*Deposits Refer to
NSO Registrations

As of 05/22/2017

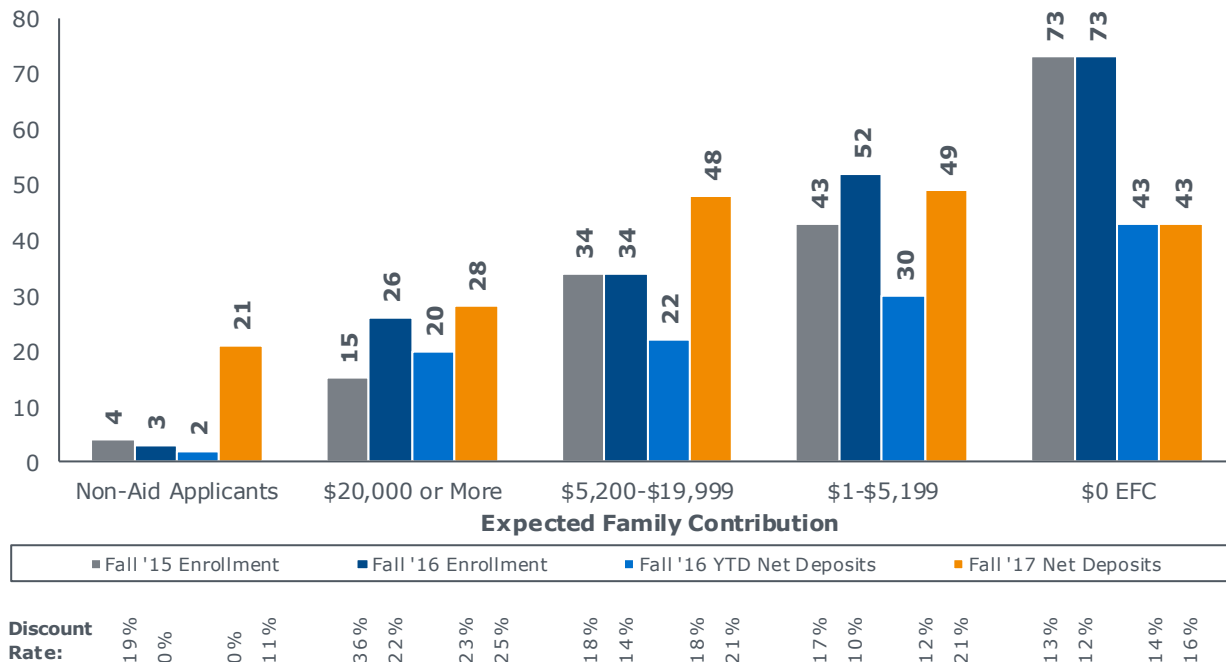


Deposits by EFC Index

Other Western TN

*Deposits Refer to
NSO Registrations

As of 05/22/2017



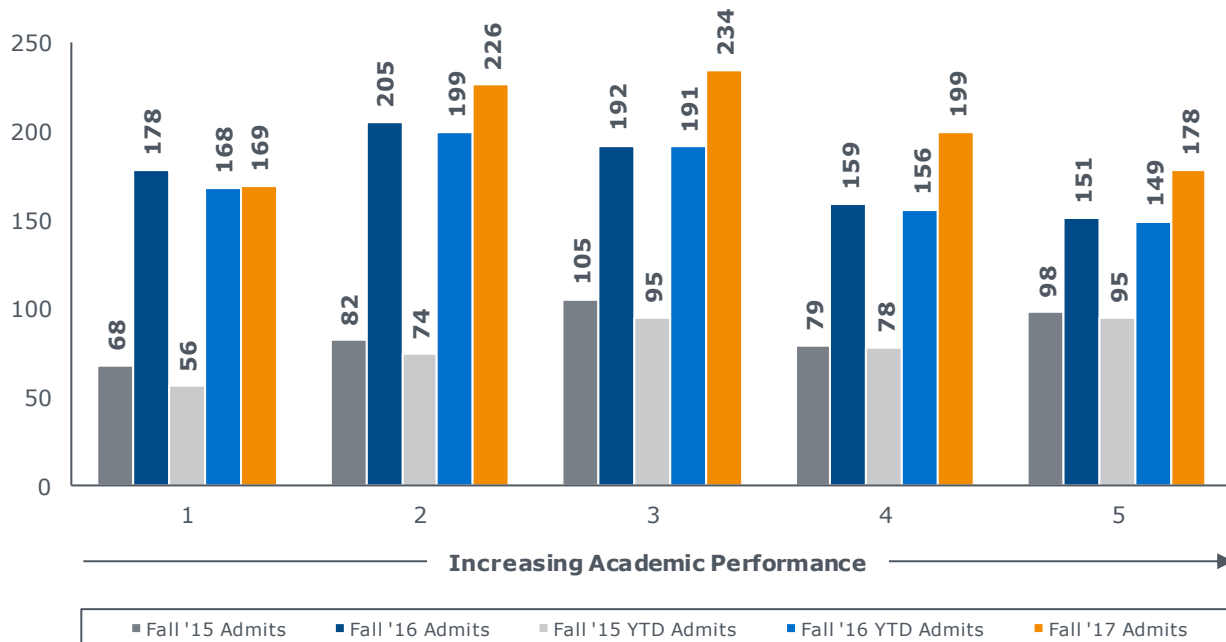


Model Population: Nashville Market

Admits by Academic Index

Nashville

As of 05/22/2017

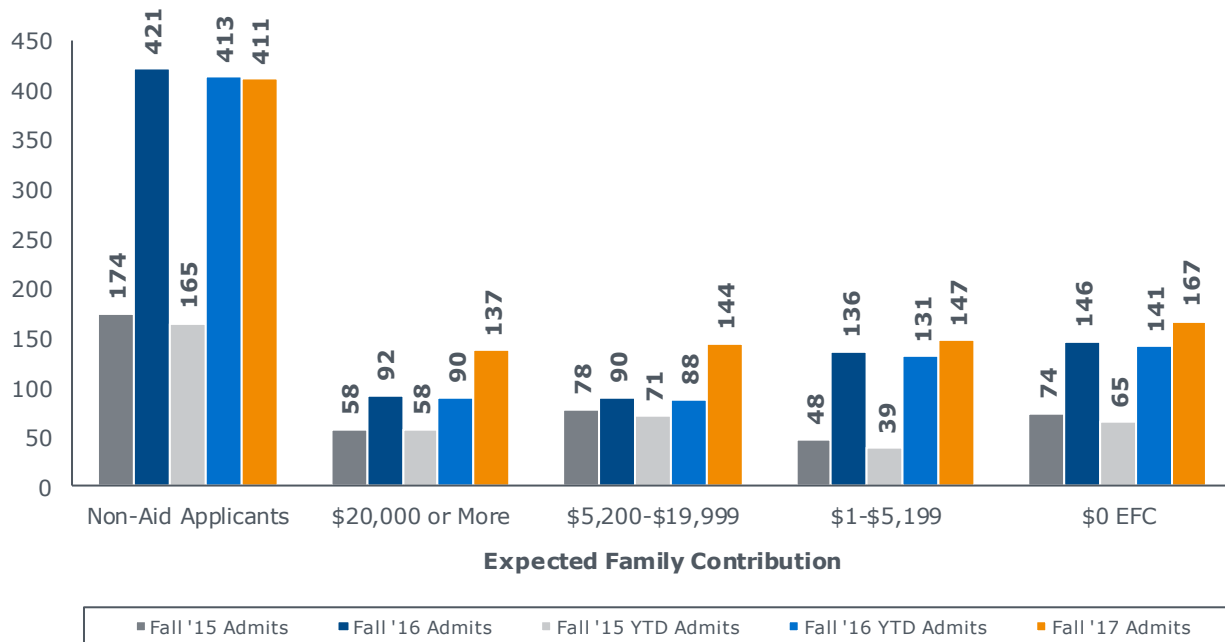


Admits by EFC Index



Nashville

As of 05/22/2017

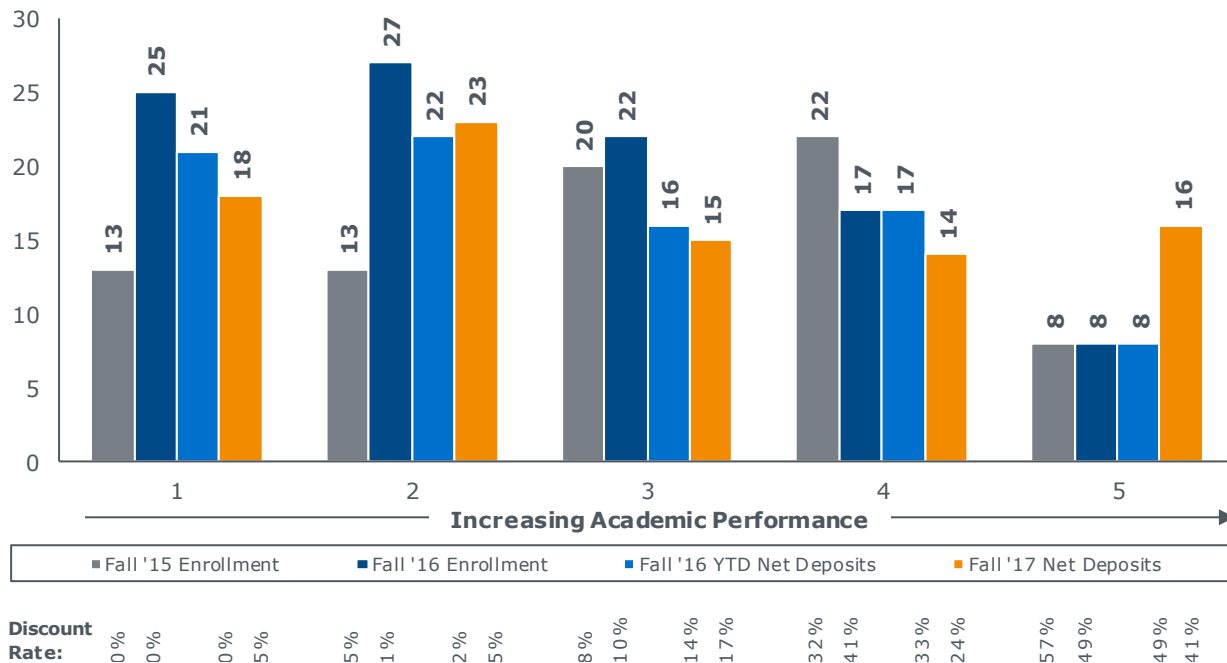


Deposits by Academic Index

Nashville

*Deposits Refer to
NSO Registrations

As of 05/22/2017

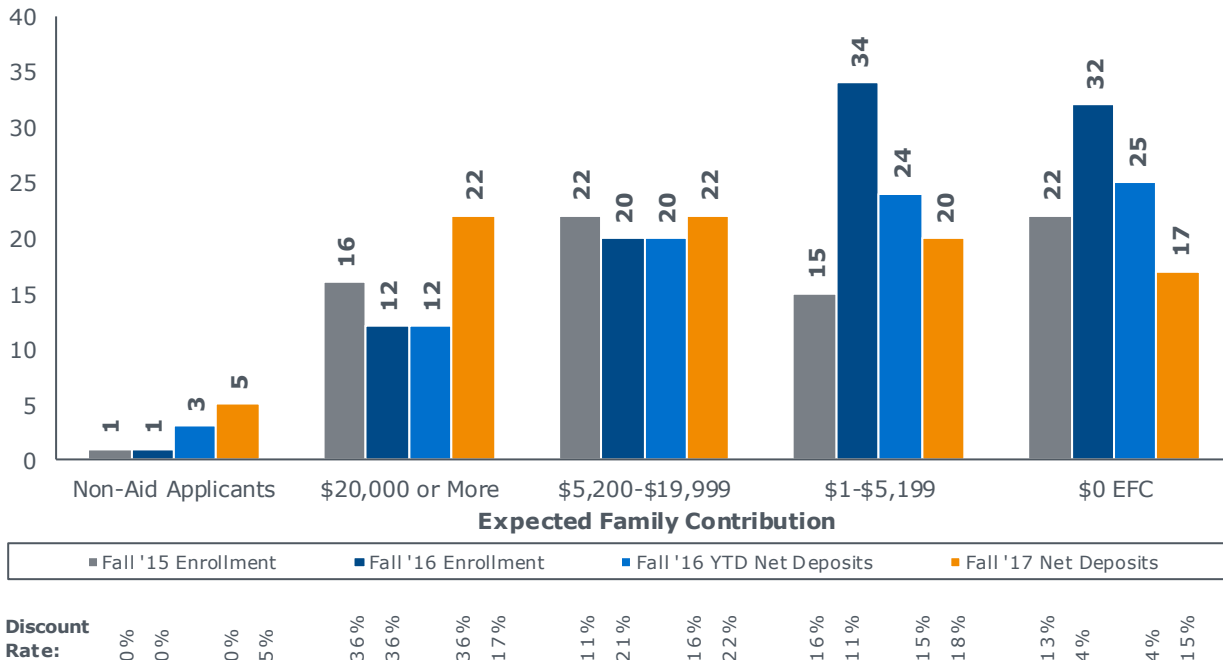


Deposits by EFC Index

Nashville

*Deposits Refer to
NSO Registrations

As of 05/22/2017



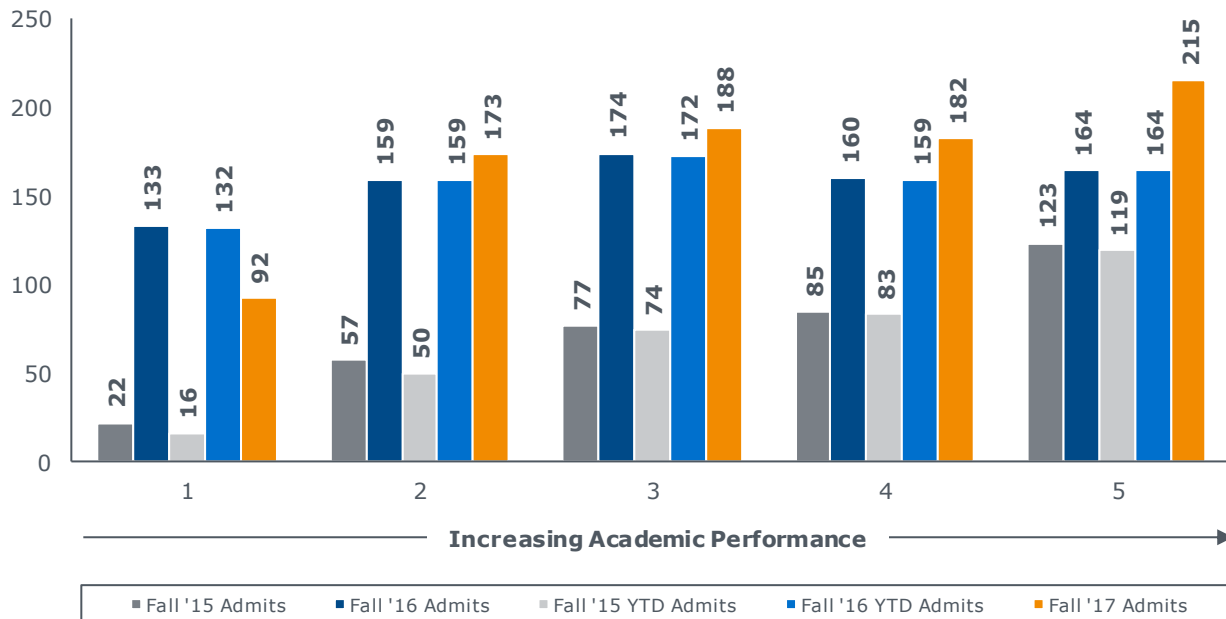


Model Population: Other Eastern TN Market

Admits by Academic Index

Other Eastern TN

As of 05/22/2017

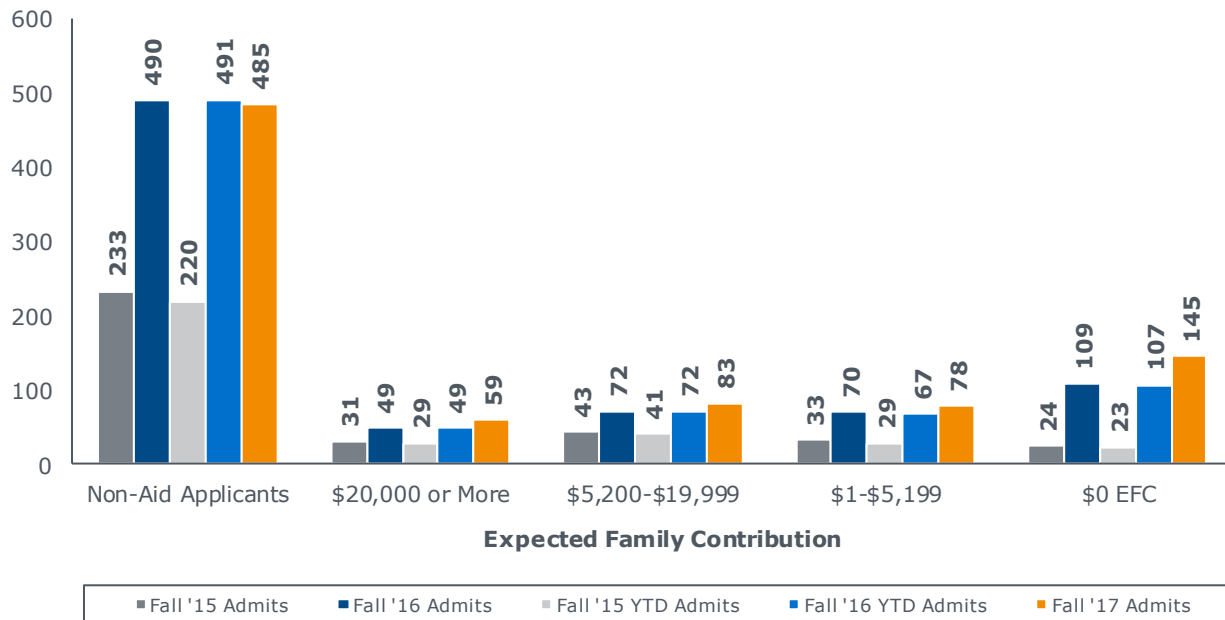


Admits by EFC Index



Other Eastern TN

As of 05/22/2017

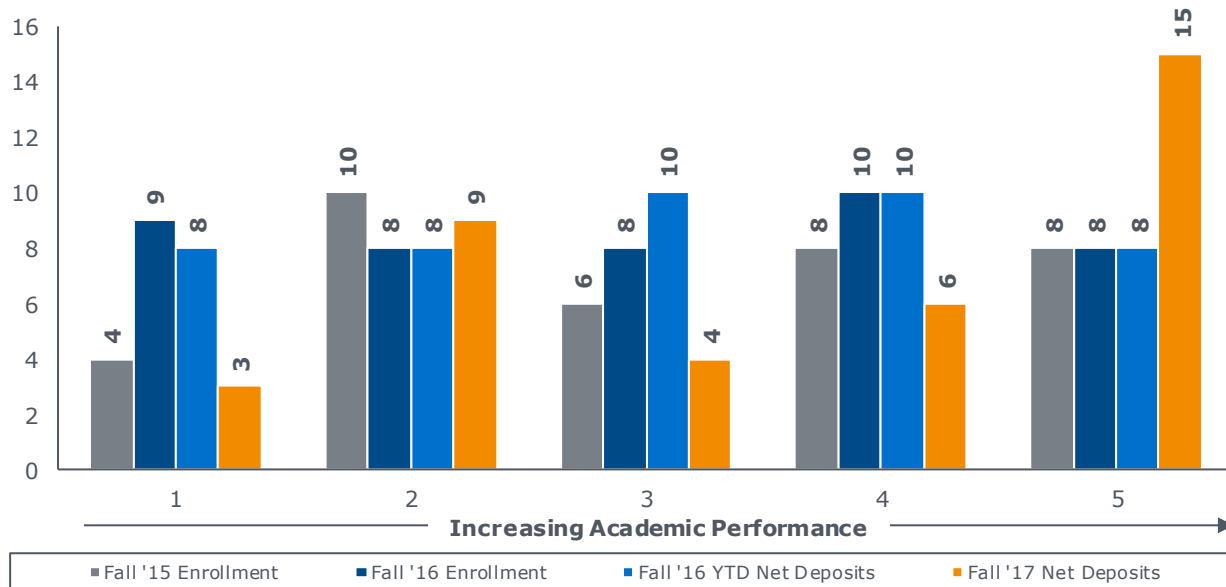


Deposits by Academic Index

Other Eastern TN

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount
Rate:

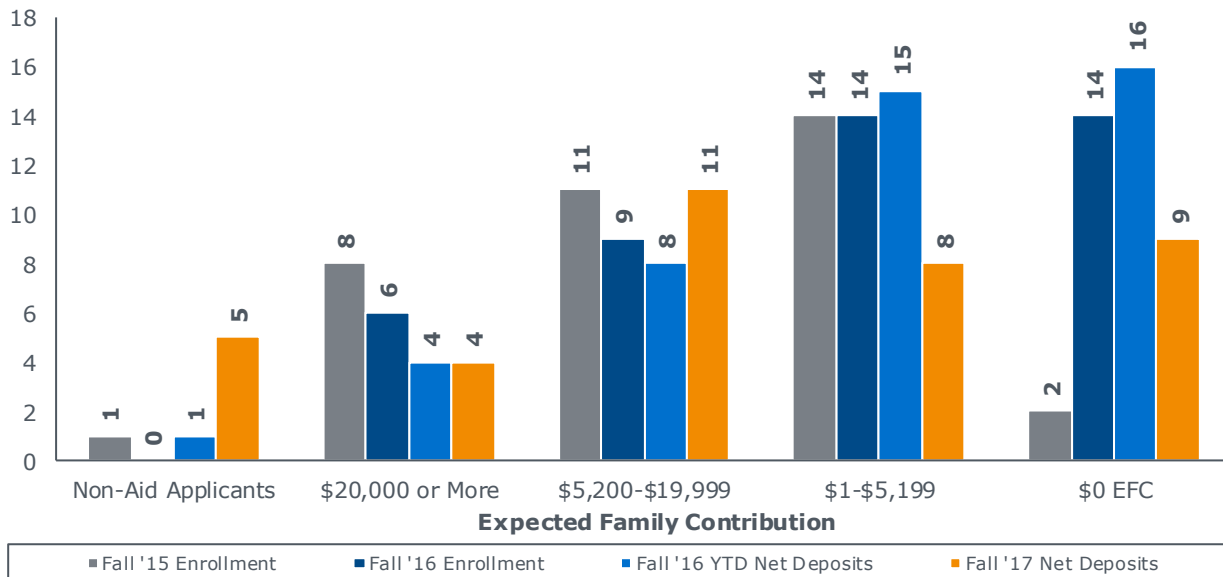
3% 2% 3% 4% 6% 0% 0% 3% 19% 9% 9% 24% 45% 21% 18% 25% 41% 47% 47% 36%

Deposits by EFC Index

Other Eastern TN

*Deposits Refer to
NSO Registrations

As of 05/22/2017



Discount Rate:	0%	14%	19%	18%	21%	32%	32%	45%	23%	26%	34%	17%	21%	17%	26%	0%	4%	3%	7%
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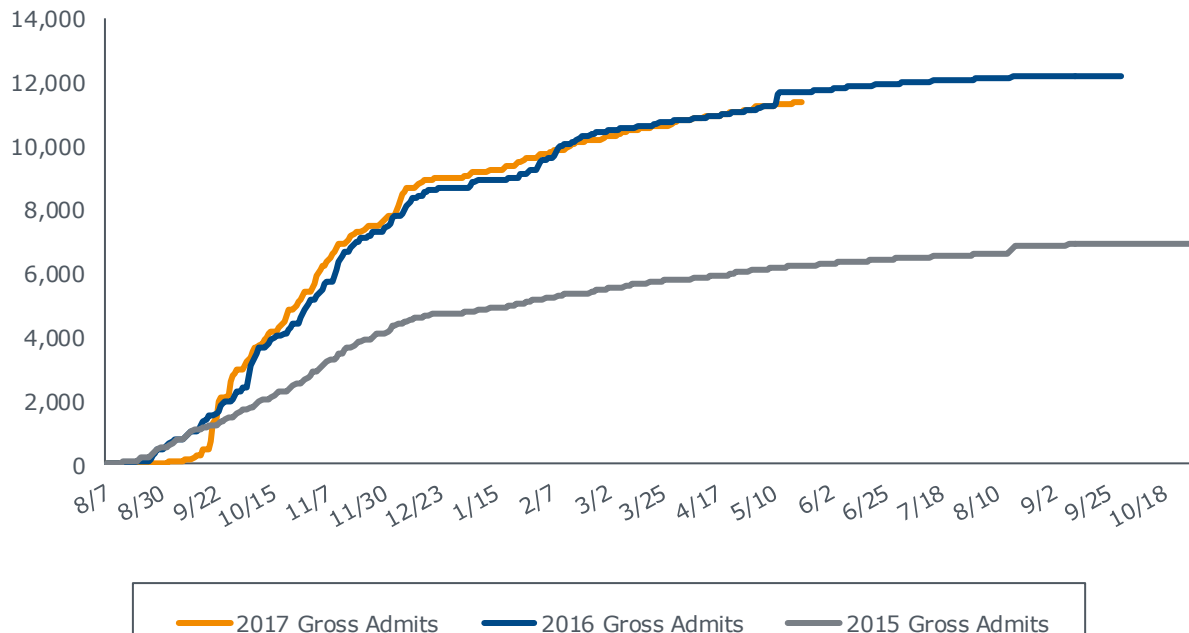
Timing and Trends

Admit Summary



Full-Time Freshmen

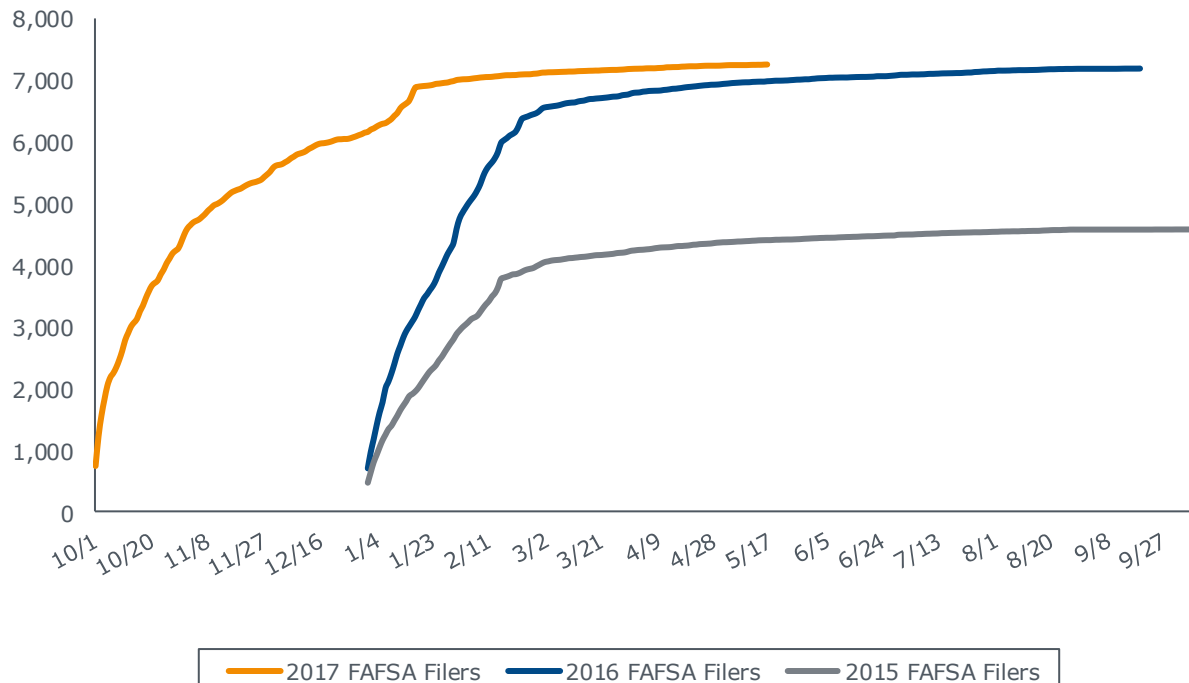
As of 05/22/2017



FAFSA Filer Summary

Full-Time Freshmen

As of 05/22/2017





EAB

Hardwick Day

8011 34th Ave South, Two Appletree Sq Suite 450, Bloomington MN 55425

June 2017 UofM Academic...2982 | [ea](#)6.1. Predictive Analytics: Dat...

Page 387 of 458

6.2. Recruitment, Retention and Student Success Initiatives (Dr. Karen Weddle-West, Provost)

Presented by Karen Weddle-West



*Recruitment, Retention and
Student Success Initiatives*

*Academic, Research and
Student Success Committee
Meeting*

June 6, 2017
University Center

Recruitment, Retention and Student Success Initiatives

Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Academic Affairs Highlights

Accreditations and Successful Reviews for Nationally Recognized Standards of Quality:

- The University of Memphis - SACSCOC (Southern Association for Colleges and Schools Commission on Colleges)
- Fogelman College of Business and Economics - AACSB (Association of American Colleges and Schools of Business)
- College of Education - CAEP (Council for the Accreditation of Educator Preparation)/NCATE (National Council for the Accreditation of Teacher Education)

Accreditations and Successful Reviews

- School of Public Health - CEPH (Council for Evaluation of Public Health)
- Herff College of Engineering - ABET (Accreditation Board for Engineering and Technology)
- Cecil C. Humphreys School of Law - AALS (Association of American Law Schools) continued membership without condition
- Cecil C. Humphreys School of Law - ABA (American Bar Association) Reaccreditation
- UofM awarded maximum THEC Quality Assurance funding points for Adult Learner Graduates



Successful External Peer Reviews

- Bachelor of Arts (B.A.) and Minor in International Studies
- Civil Engineering MS
- Electrical & Computer Engineering MS
- Mechanical Engineering MS
- Engineering PhD
- English BA, MA
- Writing & Language Studies PhD
- Creative Writing MFA
- Chemistry BS, MS & PhD
- Economics BA

Enrollment, Retention, Completion Highlights

- In Fall 2016, we enrolled the largest Freshman class in over ten years, with 2647 Full Time Freshmen.
 - This was a 29% increase over the previous year.
 - We are projected to enroll a similarly large class in Fall 2017, with estimates between 2,400-2,600 students.



Talented 10th

- How do we create a more knowledgeable and informed citizenry to become leaders of the future?
- “There can be but one answer: The best and most capable of our youth must be schooled in the colleges and universities in the land”
~ WEB Dubois, 1903



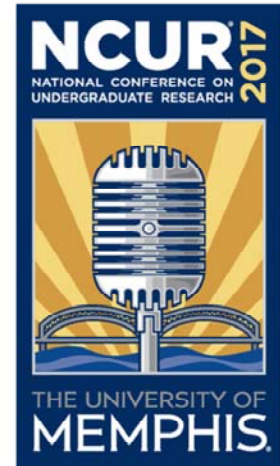
The University of Memphis launched a new recruitment program called the Talented 10%. As a Research University with High Activity (RU/HA) classified by the prestigious Carnegie Foundation and with the largest Honors College in the state, the UofM cast a wider net across the country to attract the top ten percent of every graduating high school class to contribute to the generation of new scholarship and innovative ideas. This recruitment initiative intensified the U of M's focus on academic excellence, enhanced our national and regional diversity, increased access, and extended our efforts to target students whose multiple intelligences and talents are exhibited in a variety of ways.

A primary goal of the state of Tennessee and at the University of Memphis is to increase completion rates. National data continue to show that high academic performance during the high school years is one of the best predictors of timely graduation. Jon Erickson, the former president of the ACT, stated in an interview with the *Chronicle of Higher Education* last week that the ACT score is “one quality measure. I still see the high-school record and transcript as being definitive. That’s long-term behavior, which is typically your best predictor.”

Helen Hardin Honors College*

- Hosted National Conference for Undergraduate Research (NCUR) on April 6-8, 2017
- Over 4,500 undergraduates/faculty from across the U.S. and 7 countries attended
- Great recruitment opportunity

*Elevated from program to college by TBR/THEC based on quality, enrollment, and student achievements



Largest honors program in the state with average HS GPA of 3.9

QuaesitUM, the undergraduate research journal, published its 4th edition in Spring 2017

Graduate Certificate Programs

New programs Approved for August 2017

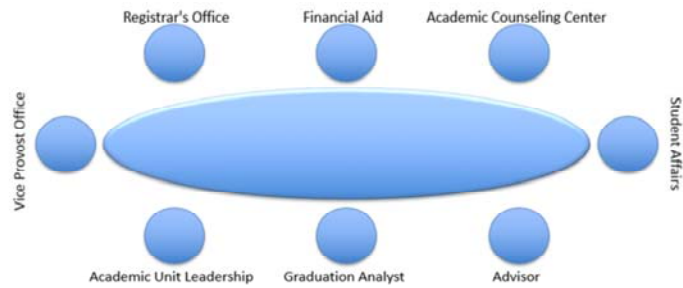
- Clinical Mental Health Counseling
- School Counseling
- Sport Nutrition and Dietary Supplementation
- Health Systems Leadership

Retention Highlights

In Fall 2016, we experienced the highest one year retention rate for our first time freshmen at 80.2%.

2007 Fall	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall
75.0%	76.0%	78.1%	77.8%	75.7%	76.7%	78.5%	77.8%	80.2%

Student Success Teams



**Complete
30 hours
per year/
15 per term!**



Stay on pace to graduate because
earning income beats paying for classes.



**Commit
to a
Major!**



It's your future. Do the research.







**Use Advising
Resources**

In addition to advising, there are tools
to help you track progress, find classes,
plan for registration, and more.

Check out UM Degree and Courses to Consider!



**Get involved
with a student
organization!**



Use Tiger Zone to browse existing
organizations or to start your own!

memphis.edu/tigerzone

Retention Highlights

- 95% of students who register for Fall classes before the end of the Spring term will enroll in Fall 2017, compared to only 60% of those who do not register
- Student Success Teams intrusively increased Fall 2017 preregistration
 - Approximately 80% of continuing undergraduate students registered for Fall – doubling Fall 2016 preregistration

Retention Highlights

- The “Buy One Get One Free” Summer School Class Enrollment Initiative
 - We paid the cost of an additional Summer School class for Freshmen (to be competitive with community college prices)
- Enrollment for continuing freshmen students for Summer 2017 is nearly double the number 3 years ago

Completion Highlights/Degrees

- Over the past three years, we have experienced record numbers of degrees awarded, with each year exceeding 4,000
- 2015-2016: Highest number of undergraduate degrees awarded in UofM history (> 3,000)
- 2015-2016: Second highest number of undergraduate, graduate, & law degrees awarded (4,228)
- 2015-2016: Highest number of Doctoral Degrees awarded (160)
- > 200 Reverse Transfer Degrees awarded (2017)



Completion Highlights

Finish Line/Signature Program

- > 300 graduates since inception (2013)
- Awarded National Academic Advising Association Outstanding Academic Advising Program
- Awarded TN Reconnect + Complete Grant
- Awarded Association of Public and Land-Grant Universities From Setback to Success
- Awarded TN Alliance for Continuing Higher Education Credit Program



Completion Highlights

Athletic Scholars

- Spring 2017 is the 12th consecutive semester student-athletes earned a cumulative departmental GPA of 3.0 or higher
- 95% graduation rate 2015-2016 class
- 100% of UofM teams completed over 2100 community service hours during the 2015-2016 academic year

Diversity/Inclusive Excellence: Undergraduate

Success of Access and Diversity Scholarship on UG Student Retention and Completion

Scholarship Recipient Data					
Cohort Year	Number of Entering FTF	Retained to Fall	Retention Rate	Graduating in 6	Graduation Rate
2009	51	39	76.5%	30	58.8%
2010	59	54	91.5%	36	61.0%
2011	41	39	95.1%	N/A	N/A
2012	58	48	82.8%	N/A	N/A
2013	63	56	88.9%	N/A	N/A
2014	64	61	95.3%	N/A	N/A

- Former TN Institute of Prelaw (TIP) participants pass the bar at the same rate or higher than regularly admitted Memphis Law graduates. Many diverse, economically disadvantaged, students would have to choose part-time, non-legal, employment if they did not have scholarship funding. This would put them at a disadvantage compared to more traditional law students fortunate enough to have resources allowing them the time to take full advantage of what the University of Memphis offers
- TIP graduates placements: U.S. Bankruptcy Court, 6th Circuit Court of Appeals, Shelby County Public Defender's Office, U.S. Magistrate, Memphis District Attorney's Office, City of Memphis Mayor's Office, State of Tennessee, FDIC, and Tennessee Court of Appeals
- 1st generation Ph.D. fellow, Dr. Terry Nelson, Director of Graduate Programs for the College of Business & Public Policy at the University of Alaska at Anchorage
- 2017 Organizational Behavior Teaching Society New Educator Awardee

Diversity/Inclusive Excellence

University of Memphis continues to create welcoming and inclusive environments for all

- Invited renowned scholars/experts from Shasti Conrad Consulting to conduct an on-site campus assessment of administrative leaders
- Institutional ethnographies used to gather qualitative data on what we are doing well and the existing infrastructures and resources to facilitate and enhance inclusive excellence
- Final deliverable: Strategic plan summarizing observations and recommendations for continued excellence

Shasti Conrad, Principal, Shasti Conrad Consulting

Shasti Conrad is a dynamic change maker who has demonstrated political, policy and socio-cultural expertise for over 10 years. Diversity and inclusion are values ingrained within her work, starting at the White House in 2009, and continuing in the public, private, and nonprofit sectors. Shasti has situated herself at the nexus of institutional knowledge and reform, with an ear to the ground on sociocultural trends and an understanding of how a new, more diverse generation thinks and operates.

Jodi O'Brien, Ph.D., Professor of Sociology and the Director of the Wismer Center for Faculty Diversity and Inclusion, Seattle University

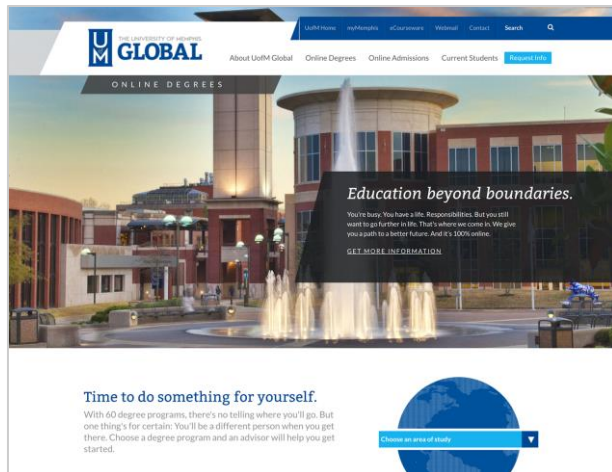
Jodi O'Brien, Ph.D. is a Professor of Sociology and the Director of the Wismer Center for Faculty Diversity and Inclusion at Seattle University. Her teaching, scholarship, and university leadership focus on difference and discrimination, and the cultural politics of belonging and inclusion. Her books include: *Everyday Inequalities*; *Social Prisms: Reflections on Everyday Myths and Paradoxes*; and *The Production of Reality: Essays and Readings on Social Interaction*. She is the recent former editor of the American Sociological Association public sociology journal *Contexts*, and the Principal Investigator for a National Science Foundation ADVANCE Institutional Transformation Grant.

Academic Affairs and Student Affairs: Partnering to Enhance Student Success

- First Scholars
- Student Success Programs
- Educational Support Programs
- Commencement
- Testing Center
- Student Wellness and Fitness Center (School of Health Sciences and [formerly known as] Student Recreation Center)

6.3. Overview of UofM Global (Dr. Richard Irwin, Vice Provost Academic Innovation and Support Services)

Presented by Richard Irwin



UofM Global

Online Degrees

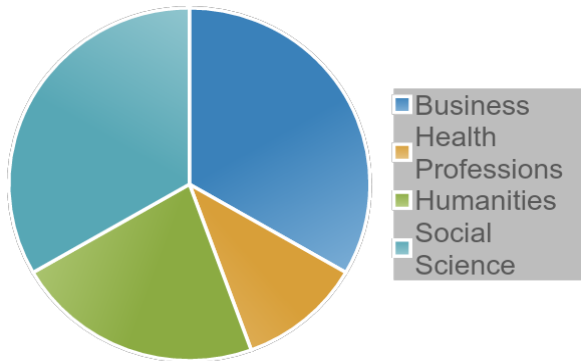
Board of Trustees
06.06.2017

UofM Global: Program Portfolio

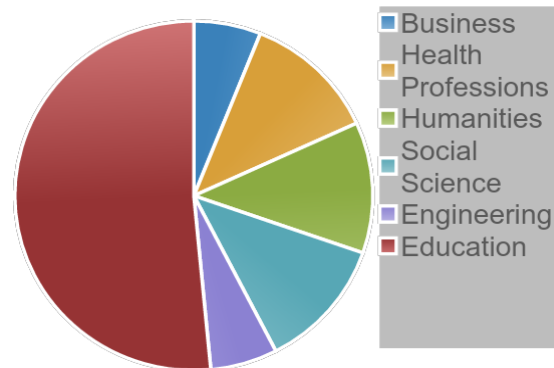


59 fully online academic programs
30% of Global Programs Ranked *Nationally*

Undergraduate



Graduate



Highest Priorities of the University of Memphis

Priorities Targeted by UofM Global

- Increase enrollment, retention and graduation rates for all students.
- Continue to incorporate innovation and technology into instruction to enhance student success across all domains.
- Employ appropriate support to enhance the academic experience for students through coaching, mentoring, tutoring and advising.





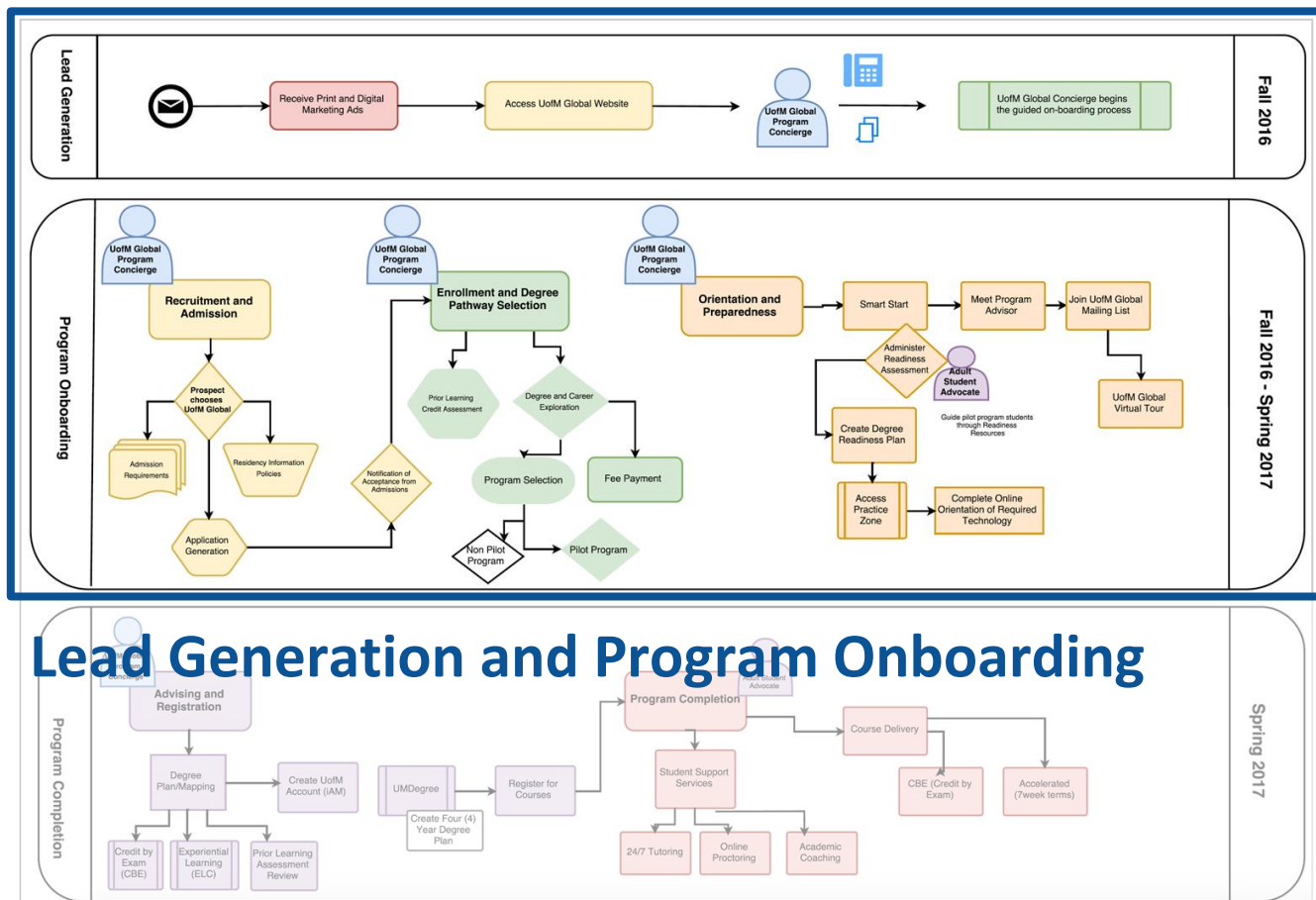
UofM Global

Online Degrees

Priority:
Increase
enrollment,
retention and
graduation rates
for all students.

Increase Enrollment

UofM Global Student Lifecycle



Increase Enrollment

Targeting Marketing/Outreach (Digital and Internal)



UofM Global
Sponsored ·

Finally: a quality education that fits your busy schedule. Earn your degree anywhere, anytime.



Take Classes 100% Online

Earn a Degree Online

[Learn More](#)



Choose from 60 Degree

Earn a Degree Online

Like Comment Share



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UofM GLOBAL

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[Online Degrees](#)
[Online Admissions](#)
[Current Students](#)
[Request Info](#)

ONLINE DEGREES

UofM Global

Degree Programs

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- Undergraduate Degrees
- Graduate Degrees
 - All Graduate Degrees
 - Business
 - Education
 - Engineering
 - Health Professions**
 - Humanities
 - Social Science
- Graduate Certificates
- Online Admissions
- Contact Us

Home > UofM Global > Degree Programs > Health Professions

Health Professions | Graduate Programs



Master of Science in Health Studies– Health Promotion

The master's degree in Health Promotion is a fully online, 30-credit hour program which emphasizes the practical application of health promotion methods supported by theoretical foundations, relevant research and best practices.

[LEARN MORE](#)



Master of Science in Nutrition – Environmental Nutrition

The master's program in Environmental Nutrition is a fully online, 33-credit hour program that emphasizes nutritional issues through an environmental lens. The program examines the relationships between food, nutrition, and the environment.

[LEARN MORE](#)



Master of Public Health

Need Help?

Call 844-302-3886

Email Us

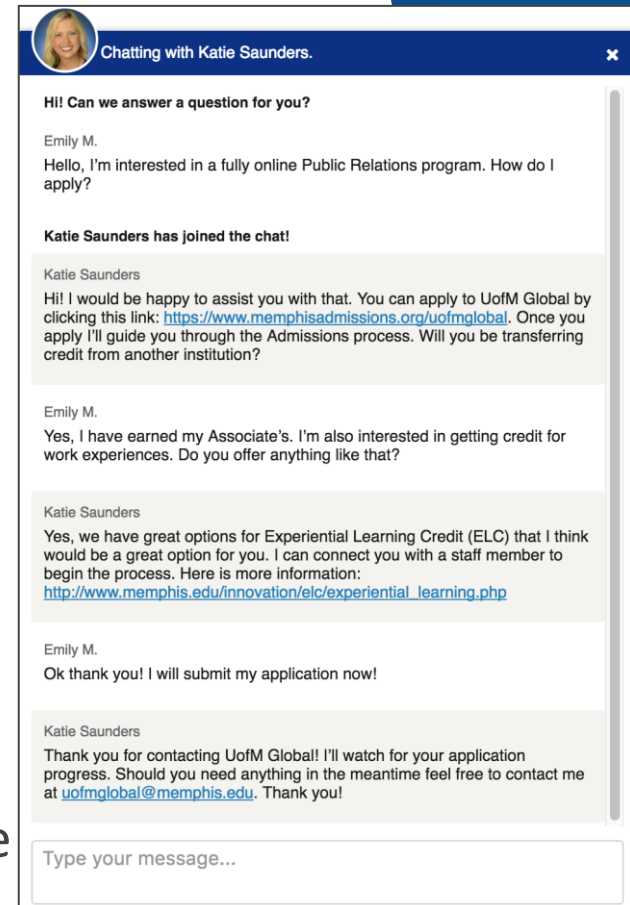
Increase Enrollment

Centralized Intake

- Website
 - Student Advocate
 - Admissions Liaison
- Apply student coding/tracking

Expand Enrollment

- General Education Online Courses
- Flexible course scheduling
- UofM Global Pilot (select academic programs) - Test flat rate tuition price point (\$350/credit)





UofM Global

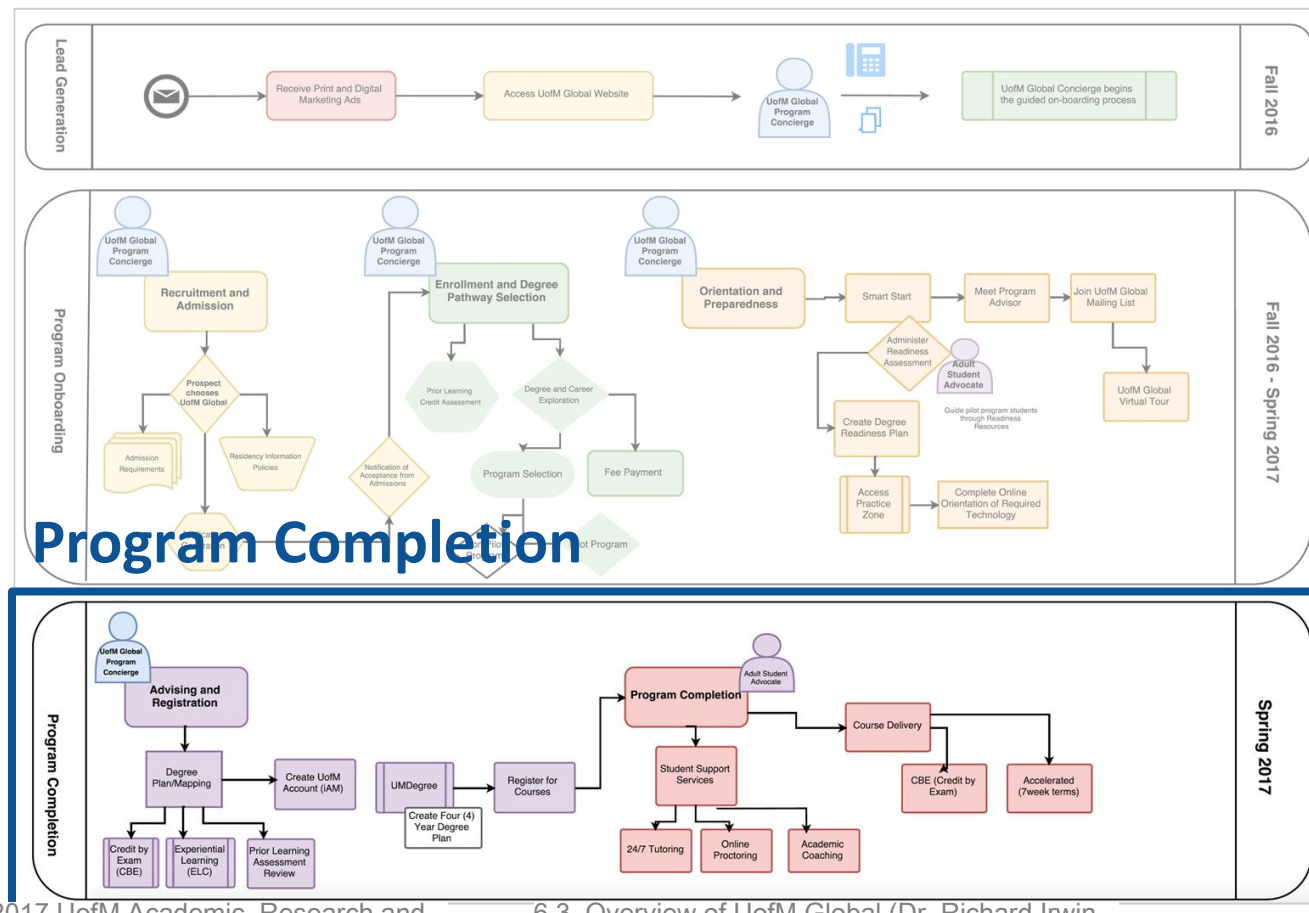
Online Degrees

Priority:
Enhance the
academic
experience for
students through
**coaching,
mentoring,
tutoring and
advising.**

Coaching, Mentoring, Tutoring, and Advising



UofM Global Student Lifecycle



Coaching, Mentoring, Tutoring, and Advising



Success Services and Advising Support

- Smart Start Learner Readiness Results Integration
- Academic Fitness Zone
- Online Orientation Module
- Smarthinking 24/7 Online Tutoring

Great Job Lauren!

Studies show that a student's responses to self evaluation questions in the following areas can help gauge readiness for college level work and predict future success in all learning environments. We have created this tool to help you assess your readiness for learning in an online environment. It is not intended to make an absolute decision as to whether or not you will succeed in your online courses. However, your scores will give you an idea of your strengths in the different areas of the assessment. Review your self assessment results below and feel free to complete the assessment again anytime.

Assessment Summary

Technical Knowledge Score is 23

The questions in this section assessed whether you have access to a computer that meets minimum operating requirements, your ability to access the internet and access to necessary software needed for successful learning at the University of Memphis.

Success in this category (Score Range 29-42) is a good indicator of your ability to regularly access your course and use technology to create documents that you will submit for grading. Having a good reliable

Readiness

June 2017 UofM Academic, Research and...

Online Student Orientation 12

- A. Understand the Learning Environment 3
- B. Get Engaged in an Online Course 3
- C. Identify Online Student Support 4
- D. Next Steps 2

Add a module...

A. Understand the Online Learning Environment

The information provided within this module will help you to:

- navigate the online learning environment;
- identify technical requirements;
- and set email notifications.

New Add Existing Activities

- 1. Navigate the Online Learning Environment ✓
- 2. Identify Technical Requirements ✓
- 3. Set Email Notifications ✓

B. Get Engaged in an Online Course

The information provided within this module will help you to:

- manage and set personal goals;
- put forth effort and strive for success;
- find course materials and class documents.

Orientation

6.3. Overview of UofM Global (Dr. Richard Irwin...

Help

Hi Dave. Welcome to SMARTHINKING.

Hi Brian. I can figure out that solutions on the graph, but can't do this without the graph.

Suggestions?

Just to clarify. The solutions are which we write as (x, y)

Ok (-1, -3) and (2, 0). Great!

Graph of $y = x^2 - 4$ and $y = x - 2$

Tutoring

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UofM Global

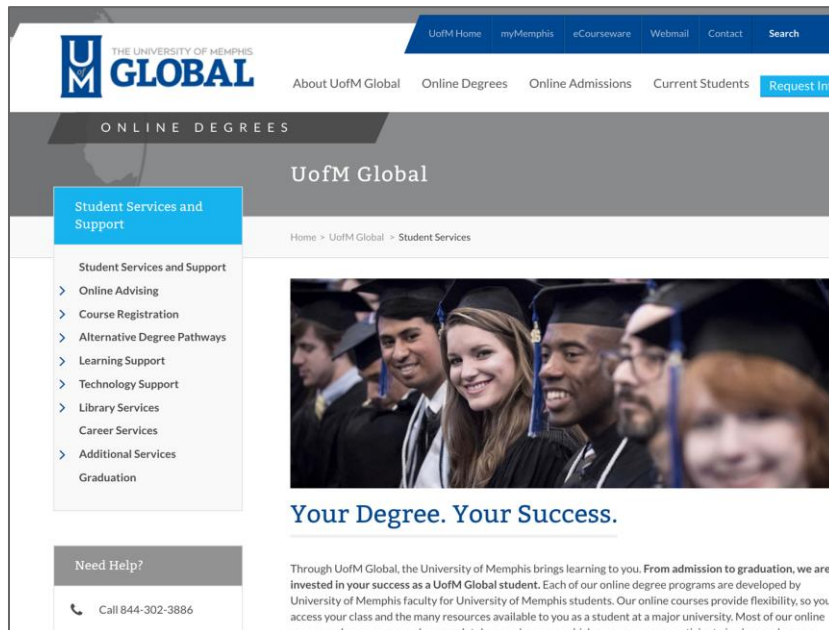
Online Degrees

Priority:
Incorporate
**innovation and
technology** into
instruction to
**enhance student
success** across all
domains.

Incorporate Innovation and Technology to Enhance Success

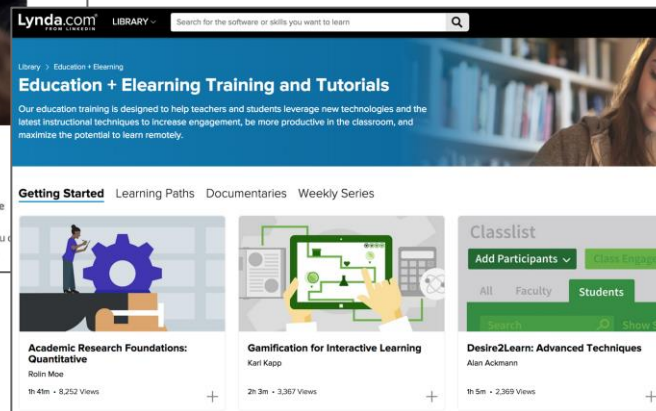
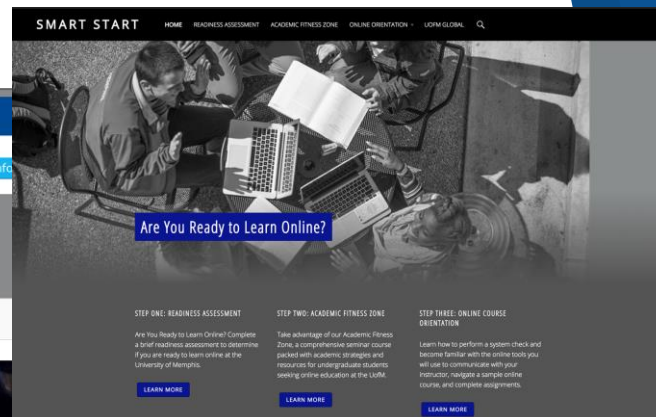


Online Student Services



Student Orientation

Smart Start



Incorporate Innovation and Technology to Enhance Success



Grants and Special Projects

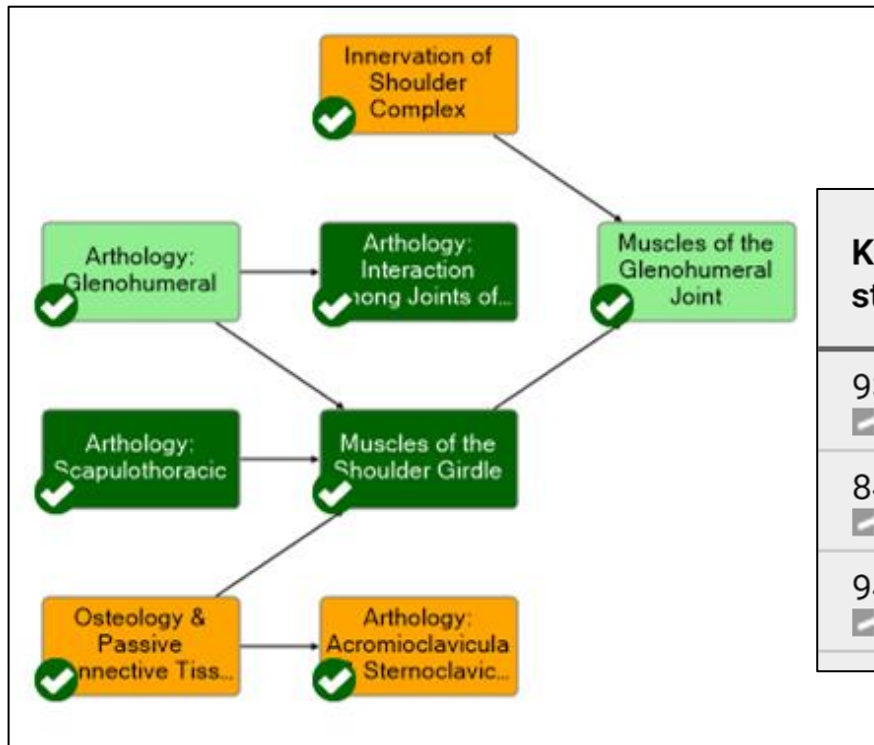
- APLU/USU Collaborative Opportunity Grant (COG)
 - *Enhancing Accessibility, Affordability & Attainment in Health Care Education Through Reinventing Curriculum Delivery*
- THEC Diversity in Teaching Grant
 - *Shaping & Transforming Educators Program (STEP)*



Incorporate Innovation and Technology to Enhance Success



Adaptive Learning



Individualized Learning and Learner Progress

Knowledge state	Knowledge covered	Objective time
93% 	3 / 3 100%	18 mins
84% 	3 / 3 100%	1 hr, 40 mins
94% 	3 / 3 100%	31 mins



Incorporate Innovation and Technology to Enhance Success



UM3D Innovation Showcase and Ignite Events





UofM Global

Online Degrees

Priority:
Increase
enrollment,
retention and
graduation rates
for all students.

Increase Enrollment, Retention, and Graduation Rates



Enrollment

- Spring 2017: Online credit hours = 31,530
- Students fully online
 - Unduplicated headcount = 2,310
 - Course enrollment = +9% growth

Course Success

- Undergraduate: Upper Division
 - Course Success: 4% increase since Fall 2014
 - Withdrawal Rates: 2% decrease since Fall 2014

Graduation

- Spring, Summer, Fall 2016 (all levels)
 - 74% studied online during years at UofM





UofM Global

Online Degrees

7. Title IX Compliance Overview

Presented by Darrell Ray

The University of Memphis Board of Trustees
Agenda Item

Date: June 6, 2017

Committee: **Academic, Research and Student Success Committee**

Item: **Title IX Compliance Overview**

Recommendation: Informational; no action required

Presented by: Darrell Ray, Vice President for Student Affairs



Title IX Compliance - Prevention

Academic, Research and Student Success Committee

June 6, 2017
University Center

Title IX Overview

- Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs and activities. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.
- Office of Civil Rights Dear Colleague Letter (2011): “The sexual harassment of students, including sexual violence, interferes with students’ right to receive an education free from discrimination and, in the case of sexual violence, is a crime.”
- Violence Against Women Reauthorization Act (VAWA) (2014): Included a provision known as the Campus Sexual Violence Act (“Campus SaVE”) which basically codified the 2011 DCL.
- VAWA (2014) amended the Higher Education Act (HEA) “to improve education and prevention related to campus sexual violence, domestic violence, dating violence, and stalking.”

University Obligations

- All incoming students and new employees must be offered primary prevention and awareness training.*
- All current students and employees must be offered ongoing prevention and awareness campaigns.***
- All enrolled students (defined as having completed registration requirements, except payment of tuition and fees) should be offered training, not just students who are regularly on campus.**
- Institutions must be able to document that they have met these regulatory requirements.***

**VAWA Reauthorization Act of 2013, section 304 (Clery Act Amendments); 34 CFR § 668.46(j)*

*** Dept. of Education comments on Final Regulations, Fed. Register, 10/20/14, at 62770*

****The Handbook for Campus Safety and Security Reporting (2016 Edition), at pp. 1-6, 8-8*

Current Efforts

- Bystander training
- Online platform
- Climate survey
- Targeted consent presentations
- New Student Orientation
- ACAD 1100 courses
- Month of programming

Future efforts

- University wide prevention task force – faculty, staff and students
 - Climate survey data use
 - White House task force
 - Higher education best practices
- Victim advocates program
- Fraternity and Sorority life
- Target first six weeks
- Student care manager – Deputy Title IX
- Peer educators
- Revised orientation communication
- Men's organizations

8. Memphis Research Consortium

Presented by Andy Meyers

The University of Memphis Board of Trustees
Agenda Item

Date: June 6, 2017

Committee: **Academic, Research and Student Success Committee**

Item: **Memphis Research Consortium**

Recommendation: Informational; no action required

Presented by: Andy Meyers, Vice President for Research



Memphis Research Consortium

Academics, Research and Student Success Committee

June 6, 2017
University Center

MRC Timeline

- 2010 Request to Gov. Bredesen
Research, Application & Economic Development
- 2011 Planning/Seed Grant \$500K
University of Memphis
University of Tennessee Health Science Center
St. Jude Children's Research Hospital
Bioworks Foundation
FedEx Corporation
Methodist LeBonheur Healthcare
Baptist Memorial Health Care
Smith Nephew
Medtronic
Wright Medical Technology

MRC Timeline

- 2012 \$10M, 3 yr. Genomics & Population Health (Childhood Obesity) and B3: Biomaterials, Biologics & Biomedical Devices (\$4.5M to UM)
- 2016 \$2.6M Bioworks/Trimetis for shared Vet services with Universities/\$225K for B3 internships
- 2017 \$500K for sickle cell research @ UTHSC
- 2018 \$7.5M, 3 yr. Childhood Resilience

UM MRC Outcomes

- 12 Collaborative Research Projects
- 10 Single Investigator Projects
- 2 New Labs – Stem Cell Bio & Soft Tissue Engineering
- 1 New Lab – Process Validation/Quality Assurance
- 3 New Technologies further developed at Emerge
- 31 industry internships
- 1 New Biomedical Engineering Summer Camp
- 2 Next Generation Genomic Sequencer
- \$7.9M in New Extramural Funding

MRC Future Funding

- FY 18 – 20 \$7.5M
- Childhood Resilience
- First True Collaboration
- FY 18 Planning:

Regenerative Medicine & Applied Manufacturing

MRC History

In 2010, Tennessee 49-9-1601/1602 established the Memphis Research Consortium (MRC) as a collaborative venture focused on research, health, long-term economic development, and job creation.

Originating partners include the University of Memphis, the University of Tennessee Health Science Center, St. Jude Children's Research Hospital, Bioworks Foundation, FedEx Corporation, Methodist LeBonheur Healthcare System, Baptist Memorial Health Care Corporation, Smith & Nephew, Wright Medical Technology, and Medtronic.

The State has made 5 investments in the MRC to date: 1) \$500,000 in FY 11 for planning/seed support; 2) \$10 million in FY12, intended to support 3 years of activity across partner organizations; 3) \$2.6 million in FY 16 to support shared research veterinary services between Bioworks/Trimetis and the two universities; 4) \$225,000 to support internships in Biomedical Engineering; 5) \$500,000 in FY 17 to support Sickle Cell Research at UTHSC and 6) \$2.5 million a year in FY18 –FY 20 to support childhood resilience programming shared across partner organizations.

During the planning/seed funding year we selected 1) Genomics and Population Health focused on Childhood Obesity and 2) Biomaterials, Biologics, and Biomedical Devices (B3) as our target activity areas.

The overarching goals of our work in these areas are to seed research valuable to the community and in areas where we can be nationally competitive and to positively impact economic development by engaging in industry-relevant work.

Consistent with the intended purpose of MRC support, the University of Memphis has leveraged its portion of the funding to enhance regional economic growth through research, workforce development, talent acquisition, and targeted technology commercialization activities in areas tied to the region's economic interests and national research priorities as follows:

- 12 collaborative research projects, involving both academic and industry or community partners.
- Seed funding for 7 public health and 3 biomedical projects (single investigators)
- 7 new UM faculty hires in engineering, biology, and public health
- 2 new laboratories to support Stem Cell Biology and Soft Tissue Engineering research
- 1 new Process Validation/Quality Assurance Lab with equipment and courses
- 3 new technologies to support proof of concept or marketing study funds
- 31 industry internships for biomedical engineering students (1:1 industry match)
- 1 new biomedical engineering summer camp
- 1 next generation genomic sequencing instrument

Investments in collaborative research projects and/or seed funding for projects has resulted in nearly \$8 million in new, extramural funding support to the University.

9. Emerging Research University Fund Initiative

Presented by Andy Meyers

The University of Memphis Board of Trustees
Agenda Item

Date: June 6, 2017

Committee: **Academic, Research and Student Success Committee**

Item: **Emerging Research University Fund Initiative**

Recommendation: Informational; no action required

Presented by: Andy Meyers, Vice President for Research



Emerging Research Universities

Academics, Research and Student Success Committee

June 6, 2017
University Center

Texas Emerging Research University Effort

- 2009 Legislative Action: National Research Universities Fund (NRUF)
- Goal: National Recognition & Carnegie 1 Status
- Recast Higher Education Fund to National Research University Fund. \$600M
- “provide a dedicated, independent, and equitable source of funding to enable emerging research universities in this state to achieve national prominence as major research universities”

Designated Universities

- Texas Tech University
- University of Houston
- University of North Texas
- University of Texas Arlington
- University of Texas Dallas
- University of Texas El Paso
- University of Texas San Antonio
- Texas State University - 2012

Criteria

- Not Carnegie 1
- Research Expenditures => \$45M
- Endowment => \$400M
- # Ph.D. Degrees > 200
- Graduate Programs = 5 Nationally Competitive
- ACT/SAT => 75%
- Closing The Gap Success = state program for underserved
- Faculty Attainment = Assoc. of Research Libraries, Phi Beta Kappa, Phi Beta Phi
- Honors = National Academies or Nobel Prize

Carnegie 1 Success

- 2012 University of Houston
- 2012 Texas Tech University
- 2016 UT Dallas
- 2016 U North Texas
- 2016 UT Arlington

Summary of Texas National Research University Funding

HB 51 (2009)

Prepared by: Jean Rakow

In 2009, the state legislature in Texas passed a bill intended to alter the amount of funds distributed through a state program intended to support emerging research institutions throughout the state. The original legislation stipulated seven institutions as emerging research universities and made them eligible to receive additional funding in order to move these institutions to national research university status.

Background

According to the Texas Higher Education Coordinating Board, House Bill 51, passed by the 81st Texas Legislature, Regular Session, and codified as Texas Education Code (TEC) 62.141-62.149, established the National Research University Fund (NRUF) "to provide a dedicated, independent, and equitable source of funding to enable emerging research universities in this state to achieve national prominence as major research universities." During his most recent election campaign, Governor Greg Abbott reiterated the state's commitment to "ensuring that Texas' four-year public universities claim five of the top 10 spots in future rankings of public universities by U.S. News & World Report magazine..."

The legislation omitted both the University of Texas and Texas A&M from access to the National Research University Fund (NRUF).

The **National Research University Fund**, which is enshrined in the Texas Constitution, is expected to dispense \$61.1 million to emerging research universities based on whether they meet certain standards on research expenditures and other measures. Note: This fund was originally known as the Higher Education Fund. It remained dormant as the original legislation required a \$2 billion threshold before distributions could begin. The fund was recast in 2009 into the National Research University Fund and began with \$600 million; however, it is to be an endowment so only 5 percent of the endowment can be spent in any given year.

Criteria

Once an emerging research institution meets the specific baseline criteria, they are able to share in proceeds from the NRUF in perpetuity, as verified by the Texas Higher Education Coordinating Board. (Note: Subsequent legislation opened access to the fund to all emerging research institutions across the state.).

The universities designated by the legislation as emerging research universities:

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- Texas State University
- Texas Tech University
- The University of Texas at Arlington
- The University of Texas at Dallas
- The University of Texas at El Paso,
- The University of Texas at San Antonio
- University of Houston, and
- University of North Texas

The criteria (established by the state legislature) that must be met in order to receive monetary distributions from the NRUF is as follows:

1. Designation as an emerging research university in the Coordinating Board's accountability system;
2. Expenditures of at least \$45 million in restricted research; and
3. Comply with at least four of the following criteria for at least two consecutive years:
 - a. \$400 million endowment annually;
 - b. 200 Ph.D. degrees awarded annually;
 - c. freshmen class with high academic achievement
 - i. at least 50 percent of the first-time entering freshman class students at the institution are in the top 25 percent of their high school class; or
 - ii. the average SAT or ACT score of first-time entering freshman are at least 1210 (75th percentile) or 26 (75th percentile), respectively; or
 - iii. The composition of the first-time entering freshman class demonstrates progress toward achieving the goals of the *Closing the Gaps* initiative that focuses on increasing the academic performance of underrepresented and first generation college students through Federal TRIO or McNair Scholars programs.
 - d. Institutional recognition of research capabilities and scholarly attainment through membership in the Association of Research Libraries, Phi Beta Kappa, or Phi Kappa Phi;
 - e. high quality faculty;
 - i. At least five faculty who have achieved national or international distinction through recognition as a member of one of the National Academies (including the National Academy of Science, National Academy of Engineering, Academy of Arts and Sciences, and Institute of Medicine) or are Nobel Prize recipients; or
 - ii. At least seven tenured/tenure track faculty who have been awarded national or international distinction during a specific fiscal year in specified categories (see Appendix A).
 - f. a commitment to high quality graduate education where the institution must

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- i. have at least 50 graduate level programs, or
- ii. have a master's graduation rate of at least 56 percent or higher and a doctoral graduation rate is 58% or higher, or
- iii. demonstrate that the overall commitment to five Doctoral degree programs, including financial support for Doctoral degree students, and that it is competitive with that of comparable high-quality programs at public institutions in the Association of American Universities.

Outcomes

- Both Texas Tech University and the University of Houston met program eligibility in fiscal year 2012 and began receiving distributions for NRUF in the amount of \$16.3 million in the 2012-13 biennium, \$17.9 million for the 2014-15 biennium and \$18.9 million for the 2016-17 biennium.

State Budget

	2016 Tennessee (1 year)	2016 Texas (1 year)
Total Budget (state and federal)	\$32 billion	\$112.6 billion
% spent on higher education (estimate)	14.2%	14%
Revenues	Come mainly from tax collections, licensing fees, federal aid, and returns on investments. State income tax of 6% on dividends and interest income only	Come mainly from tax collections, licensing fees, federal aid, and returns on investments. No state income tax.
Source	https://ballotpedia.org/	

Other Texas Higher Education Research Funding

- 2016-17 TX Governor's proposed 2-year budget (February 2015) provides funding to support higher education research as follows:
 - The **Governor's University Research Incentive Fund (aka Competitive Knowledge Fund)**, which Abbott proposed, would receive \$40 million in the two-year budget to

9/6/2016, Page 3

recruit Nobel laureates and members of the National Academies to public universities in Texas. Universities would be required to provide matching. (Note: more than two-thirds of the proceeds divided between UT Austin and A&M.)

- The **Texas Research University Fund**, benefiting the University of Texas and Texas A&M University, would get \$147.1 million in the 2016-17 biennium.
- The **Core Research Support Fund** would get \$117.2 million for the 2016-17 biennium. It targets the eight so-called emerging research universities, all of which aspire to become nationally prominent a la UT and A&M: Texas State University, Texas Tech University, the University of Houston, the University of North Texas, UT-Dallas, UT-Arlington, UT-El Paso and UT-San Antonio.
- The **Comprehensive Research Fund**, with an appropriation of \$14.2 million, would benefit the remainder of the state's 38 public universities.
- The **Texas Research Incentive Program** would remain in place, with \$138.1 million to dole out as matching grants to emerging research universities based on how much they raise in private donations for equipment and other research enhancements.

Institution Classifications and Rankings

- Carnegie Foundation for the Advancement of Teaching classifies institutions, including the basic classification, every five years. The last assessment was conducted in 2015 and the list was updated on February 1 2016. Data came from IPEDS and NSF sources.
- The following Texas public four-year institution(s) are classified as Doctoral University: Highest Research Activity (Tier I) by the Carnegie Foundation for the Advancement of Teaching:

Texas A & M University-College Station
Texas Tech University
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Dallas
University of Houston
University of North Texas
- The following Tennessee four-year public institution(s) are classified as Doctoral University: Highest Research Activity (Tier I) by the Carnegie Foundation for the Advancement of Teaching:

University of Tennessee Knoxville

- U.S. News and World Report ranks institutions during the spring semester of each year based on responses to the main, financial aid and finance questionnaires provided by the institutions.
- The following Texas public four-year institution(s) are ranked among the top 200 institutions by U.S. News and World Report
 - #52 University of Texas at Austin
 - #70 Texas A&M College Station
 - #140 University of Texas at Dallas
 - #187 University of Houston
- The following Tennessee public four-year institution(s) are ranked among the top 200 institutions by U.S. News and World Report
 - #103 University of Tennessee Knoxville

Appendix A

The annual number of tenured/tenure-track faculty who have been awarded national or international distinction during a specific state fiscal year in any of the following categories is equal to or greater than 7.

- American Academy of Nursing Member
- American Council of Learned Societies (ACLS) Fellows
- American Law Institute
- Beckman Young Investigators
- Burroughs Wellcome Fund Career Awards
- Cottrell Scholars
- Getty Scholars in Residence
- Guggenheim Fellows
- Howard Hughes Medical Institute Investigators
- Lasker Medical Research Awards
- MacArthur Foundation Fellows
- Andrew W. Mellon Foundation Distinguished Achievement Awards
- National Endowment for the Humanities (NEH) Fellows
- National Humanities Center Fellows
- National Institutes of Health (NIH) MERIT
- National Medal of Science and National Medal of Technology winners
- NSF CAREER Award winners (excluding those who are also PECASE winners)
- Newberry Library Long-term Fellows
- Pew Scholars in Biomedicine
- Pulitzer Prize Winners
- Winners of the Presidential Early Career Awards for Scientists and Engineers (PECASE)
- Robert Wood Johnson Policy Fellows
- Searle Scholars
- Sloan Research Fellows
- Woodrow Wilson Fellows

Sources

- Ballotpedia Texas National Research University Fund, Proposition 4 (2009)
[https://ballotpedia.org/Texas_National_Research_University_Fund,_Proposition_4_\(2009\)](https://ballotpedia.org/Texas_National_Research_University_Fund,_Proposition_4_(2009))
- Texas Higher Education Coordinating Board:
<http://www.theccb.state.tx.us/index.cfm?objectid=0BFA90B1-E0AF-4768-F7F2C724B47B209D>
- Laws and Rules: <http://www.theccb.state.tx.us/index.cfm?ObjectID=E61337B4-E51E-F083-22A9A805F1B9E944>
- Article: <http://lubbockonline.com/education/2011-12-16/texas-tech-may-become-eligible-national-research-university-fund-next-year#>
- Dallas Regional Chamber Policy Brief 2015 National Research University Fund (NRUF):
http://www.texasresearchalliance.org/wp-content/uploads/2015/04/NRUF_Policy_Brief_1.2015.pdf
- Article: http://www.mrt.com/news/education/article_ed74fac0-a678-11e4-827d-ebb39ed418cb.html
- Texas state budget and finances: https://ballotpedia.org/Texas_state_budget_and_finances
- Tennessee state budget and finances:
https://ballotpedia.org/Tennessee_state_budget_and_finances
- Article: <http://www.politifact.com/texas/article/2015/jan/01/greg-abbotts-vow-lift-texas-universities-nations-t/>
- Article: <http://www.mystatesman.com/news/news/state-regional-govt-politics/state-budget-negotiators-agree-to-boost-university/nmLwL/#15892085.257374.735740>
- Carnegie Classification of Institutions of Higher Education Basic Classification Methodology:
<http://carnegieclassifications.iu.edu/methodology/basic.php>

Additional Resources

- Article: <https://www.dailytexanonline.com/organization/national-research-university-fund>
- <https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&ds=herd>
- National Science Foundation Rankings by total R&D expenditures:
<http://www.bestcolleges.com/features/colleges-with-highest-research-and-development-expenditures/>
- American Academy of Arts and Sciences Public Research Universities Changes in State Funding:
https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/PublicResearchUniv_ChangesInStateFunding.pdf
- Article: http://www.huffingtonpost.com/2013/04/27/universities-government-money_n_3165186.html
- Article: <http://www.bestcollegereviews.org/top-research-universities/>
- Article: <http://www.theatlantic.com/education/archive/2016/04/the-pillaging-of-americas-state-universities/477594/>
- Recent Developments in Higher Education: <http://texasalmanac.com/topics/education/recent-developments-higher-education>
- Summaries of Fiscal Year 2016 Proposed Executive Budgets:
<https://www.nasbo.org/sites/default/files/pdf/FY16%20Proposed%20Budget-Summary.pdf>

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10. Additional Committee Business

11. Adjournment