## **Jill Channing**

## **Assistant Professor**

## **Department Chair**

## **Associate Director of the Center for Community College Leadership**

## **Educational Leadership and Policy Analysis Department**

## **East Tennessee State University**

## [**Channing@ETSU.edu**](mailto:Channing@ETSU.edu)

## **423-439-7617**

**EDUCATION**

The University of North Carolina Greensboro, Greensboro, NC

**Doctor of Philosophy: Educational Leadership and Cultural Foundations, 2011**

**Graduate Certificate: Women’s and Gender Studies, 2010**

Wright State University, Dayton, OH

**Master of Arts: Composition and Rhetoric and 20th Century Literature, 2005**

**Graduate Certificate: Women’s Studies, 2005**

Wright State University, Dayton, OH

**Bachelor of Arts: English: Integrated Language Arts Education, 2003**

***summa cum laude***

**Minor: Spanish, 2003**

**RESEARCH INTERESTS**

Gender and higher education

Equity and inclusion in higher education

Community college leadership

Student success services

Higher education organizational culture

Online education

Narrative and qualitative research

Mixed methods educational research

**PUBLICATIONS**

Reviewed

Channing, J. (in press). Power, politics, Foucault, and community college leadership. *Journal of Research in Education.*

Channing, J. (2021). Tackling higher education adaptive leadership challenges. *The Department Chair, 32*(2)*,* 7-8.

Channing, J. (2021). The assistant professor department chair: Advice and reflection. *The Department Chair, 32*(1), 6-7.

Channing, J (2020). “It was just the right thing to do”: Women higher education administrators theorize ethical leadership. *Journal of Research in Education, 29*(2)*.* https://www.eeraorganization.org/copy-of-jre-winter-2020

Channing, J. (2020). “What about your kids and your husband?”: Gender-blind sexism in women higher education administrators’ narratives. *Education Leadership Review, 21*(1). https://www.icpel.org/ed-leadership-review.html

Channing, J. (2020). How can leadership be taught? Implications for leadership educators. *The International Journal of Educational Leadership Preparation, 15*(1), 134-148.

Channing, J., & Okada, N. (2019): Supplemental instruction and embedded tutoring program assessment: Problems and opportunities. *Community College*

*Journal of Research and Practice, 44*(4), 241-247. https://doi.org/10.1080/10668926.2019.1575777

Channing, J. (2016). Faculty evaluations: Contentious bothers or important tools for faculty growth? *Community College Journal of Research and Practice, 40,* 757-760.

Channing, J. (2011*). "If you're coming out, what are you coming into?": Queer educators theorize about teaching, living, and learning in the South*. [Doctoral Dissertation]. https://libres.uncg.edu/ir/uncg/f/Channing\_uncg\_0154D\_10606.pdf.

Channing, J. (2008). What would Virginia Woolf do?: Woolf and social justice in the community college classroom. *Virginia Woolf Miscellany, 73*, 11-13.

Channing, J. (2005). Magical realism and gender variability in *Orlando. Virginia Woolf Miscellany, 67,* 11-13.

Selected Editor-Reviewed

Channing, J. (2021). Learning about learning: Metacognition and reflection in

online teaching and learning. *Innovation Abstracts, XLIII*,(11).

Channing, J., Scott, P., & Abney, A. (2020). So, what do we do now?: Adaptive leadership capacity for community college leaders. *Leadership Abstracts*, *33*(12)*.*

Channing, J. (2018). Generating innovation through failure*. Leadership Abstracts, 31*(6).

Channing, J. (2017). Blaming and complaining: High conflict behavior patterns in community colleges. *Leadership Abstracts, 30*(7).

Channing, J. (2016). That’s how we’ve always done it: Creating innovative change in community colleges. *Leadership Abstracts, 29*(7).

Channing, J. (2016). Generative leadership for community colleges. *Leadership Abstracts, 29*(6).

Channing, J. (2016). The benefits of generative leadership at community colleges. *The Higher Learning Commission Collection of Papers.*

Channing, J. (2011). Zombies as curriculum. *South Atlantic Philosophy of Education Yearbook.*

In Review

Channing, J. How do community college leaders learn leadership? A mixed methods study on leadership learning experiences.

Channing, J, & Cuda, C. Infusing social emotional learning in the online format.

In Preparation

Channing, J. What does equity and inclusion in education look like now? The Critical Race Theory controversy.

**Presentations (Selected)**

Channing, J. (2021). *Post-Covid online teaching and learning.* Presented at the Mid-South Educational Research Association Conference. New Orleans, LA.

Channing, J., & Lampley, J. (2021). *Black and Latinx men's success, persistence, and experiences at Southeastern community colleges*. Presented at the Mid-South Educational Research Association Conference. New Orleans, LA.

Channing, J. & Popper Y. (2021). *Leadership matters: Educational leadership in the post-Covid era.* Presented at the Mid-South Educational Research Association Conference. New Orleans, LA.

Channing, J. (2021). *Infusing social emotional learning in the online format.* Presented at 4th Annual Conference for High-Impact Instructional Practices. Virtual.

Channing, J. (2021). *Power, politics, Foucault, and community college leadership.* Presented at17th Annual International Congress of Qualitative Inquiry. Virtual.

Channing, J. & Scott, P. (2021). *Wrap­around support for online dissertation students during COVID-19*. Presented at Eastern Educational Research Conference. Virtual.

Channing, J., Bernard, J., & Cuda, C. (2021). *Student evaluations of teaching: What are they good for?* Presented at Eastern Educational Research Conference. Virtual.

Channing, J. (2021). *What do I do now?: Tackling higher education adaptive leadership challenges*. Presented at 38th Academic Chairpersons Conference. Virtual.

Channing, J., & Lampley, J. (2021). *Students’ perceptions of an online program and D2L learning management system: Implications for educators*. Clemmer Online Teaching Retreat. Virtual.

Channing, J., Ondari, J., & Craft, A. (2020). *“Being student-centered and then it's just communicate, communicate, communicate”: Communication and community college leadership during COVID-19.* Presented at the Mid-South Educational Research Association Conference. Virtual.

Channing, J. (2020). *Integrating reflection into online courses.* Presented at ESTU High Impact Practices Conference. Virtual.

Channing, J., & Scott, P. (2020). *Building relationships in a dissertation research community of practice in online learning environment.* Presented at International Council of Professors of Educational Leadership Conference. Virtual.

Channing, J. & Cooke, J. (2020). *Minding the gap: Working toward equity for underrepresented students.* Presented at the League for Innovation in the Community College Conference. Seattle, WA.

Channing, J. & Cooke, J. (2020). *Zoom into student engagement and learning.* Presented at the League for Innovation in the Community College Conference. Seattle, WA.

Channing, J. & Ebenhack, K. (2020). *Can leadership be taught? What community college administrators have to say.* Presented at the League for Innovation in the Community College Conference. Seattle, WA.

Channing, J. & Ebenhack, K. (2020). *Strategic planning and benchmarking for dummies.* Presented at the League for Innovation in the Community College Conference. Seattle, WA.

Channing, J. (2020). *“It was just the right thing to do”: Women higher education administrations theorize ethical leadership.* Presented at the Eastern Educational Research Association Conference. Orlando, FL.

Lampley, J., & Channing, J. (2020). *The relationships between gender, and graduation rates, types of Dissertation, and GRE scores for Ed.D. graduates at one Tennessee university.* Presented at the Eastern Educational Research Association Conference. Orlando, FL.

Channing, J. (2019). *Can leadership be taught?: Implications for leadership educators.* Presented at the Mid-South Educational Research Conference. New Orleans, LA.

Channing, J., Lampley, S., & Lampley, J. (2019). *Online doctoral students’ perceptions of learning management system tools, connectedness, and suggestions.* Presented at the Mid-South Educational Research Conference. New Orleans, LA.

Channing, J. (2019). *Beyond compliance: Authentic and engaged online teaching and learning.* Presented at the Conference for High-impact Instructional Practices at East Tennessee State University. Johnson City, TN.

Channing, J. (2019). *Women higher education leaders’ counter-narratives*. Presented at The International Congress of Qualitative Inquiry. Urbana, IL.

Channing, J. (2019). *It shouldn’t matter: Ethical leadership and gender-blind sexism in women higher education administrators’ narratives.* Presented at The International Congress of Qualitative Inquiry. Urbana, IL.

Channing, J. (2019). *Challenges and opportunities: Community colleges in the coming decade.* Presented at League for Innovation in the Community College Conference, New York, NY.

Channing, J. (2019). *A grand plan: Increasing enrollment in online programs.* Presented at League for Innovation in the Community College Conference, New York, NY.

Channing, J. (2019). *Increase access for adult students.* Presented at League for Innovation in the Community College Conference, New York, NY.

Dulaney, W., Reynolds, S., & Channing, J. (2019). *Tennessee’s innovative state-wide initiatives.* Presented at League for Innovation in the Community College Conference, New York, NY.

Channing, J. (2018).*Threats to masculinities: On being a woman leader.* Presented at Northern Nevada Diversity Summit, Reno, NV.

Channing, J. (2018). *Generating innovation through failure.* Presented at League for Innovation in the Community College Conference, National Harbor, MD.

Channing, J. (2018). *Embedded tutoring and supplemental instruction equal student success.* Presented at League for Innovation in the Community College Conference, National Harbor, MD.

Channing, J. (2018). *I will never use this: Contextual teaching and learning*. Presented at League for Innovation in the Community College Conference, National Harbor, MD.

Channing, J. (2017). *“That won’t work”: Creating cultures of innovation in community colleges*. [Closing Keynote Address]. Presented at National Two-Year College Chemistry Consortium Conference, Reno, NV.

Channing, J. (2017). *What does valuing diversity mean now? Leading in NSHE in the age of Trump.* Presented at Northern Nevada Diversity Summit, Reno, NV.

Channing, J. (2017). *This is all your fault! Coping with high conflict behaviors.*

Presented at League for Innovation in the Community College Conference, San Francisco, CA.

Buchanan, B., & Channing, J. (2017). *Alternate pathways into gateway courses.* Presented at Gardner Institute Gateway Course Experience Conference, Las Vegas, NV.

Channing, J. (2016). *You can’t make me: Framing tenured faculty evaluation.*

Presented at League for Innovation in the Community College Conference, Chicago, IL.

Channing, J. (2015). *Leading with dynamite or with a glacier: How do we act as agents for change to facilitate innovation?* Presented at Illinois Council of Community College Administrators, Bloomington, IL.

Channing, J. (2012). *Queer educators in the South: Stories of resistance and success.* Presented at Southeastern Association of Educational Studies, Columbia, SC.

Channing, J. (2010). *Zombies as curriculum.* Presented at South Atlantic Philosophy of Education Conference, Greensboro, NC.

Selected Community and Public Lectures

Channing, J. (2021). *Preparing for a thesis or dissertation defense*. Presented at ETSU Dissertation Boot Camp. Johnson City, TN.

Channing, J. (2021). *Qualitative data analysis*. Presented at ETSU Dissertation Boot Camp. Johnson City, TN.

Channing, J. (2020). *Thinking about a community college career?*  Presented at East Tennessee State University. Johnson City, TN.

Channing, J. (2020). *APA style and citation workshop*. Presented at East Tennessee State University. Johnson City, TN.

Channing, J., & Epps, S. (2019). *Active and authentic online teaching and learning.* Presented at Northeast Community College. Blountville, TN.

Channing, J. (2019). *Community college students 2025.* Presented as a break-out sessions at the Student Success Symposium: Building Community: Engagement & Belonging for Student Success. Johnson City, TN.

Channing, J., & Orthel-Clark, H. (2017). *Let me tell you a story: How narratives help students learn and remember.* TMCC Professional Development Days, Reno, NV.

Channing, J. (2016). *Closing the gender gap*. KCC Women’s History Month Presentation and Discussion, Kankakee, IL.

Channing, J., & Parker, T. (2015). *Difficult discussions: Moving learning forward when discussing sensitive topics*. KCC Professional Development Week, Kankakee, IL.

Channing, J. (2014). *Race and faculty hiring committees.* Lunch and Learn, Mitchell Community College. Statesville, NC.

**GRANTS AND SCHOLARSHIP AWARDS**

*Working for Intersectional Systemic Equity for Women STEM Faculty at East Tennessee State University*

*▪* National Science Foundation ADVANCE Catalyst Grant Program ($299,113) 2021

▪ PI; awaiting review

*Black and Hispanic Men's Success, Persistence, and Experiences at Tennessee Board of Regents Community Colleges*

*▪* Sub-Award for Tennessee Board of Regents Bill and Melinda Gates Foundation Grant ($84,406) 2021

▪ PI; funded

*Practicing Instructional Excellence in STEM, LIteracy and Computation Education*

*(PIE-SLICE)*

*▪* Education Innovation and Research (EIR) Program ($3,995,217) 2020

▪ Key personnel; unfunded

*STEM, Literacy and Computation in Education for School Leaders,* US Department of Education

▪ Supporting Effective Educator Development ($6,236,078) 2020

▪ Co-PI; unfunded

*Community College Administrators’ Perceptions of Leadership Learning and Work Experiences*

▪ Research Development Committee: Small Grants Program ($1,730) 2020

▪ PI; funded

*Can Leadership Be Taught?: What Education Personnel and the Literature Tell Us*

▪ Summer Research Assignment, Clemmer College of Education, East Tennessee State University ($2,500) 2019

▪ PI; funded

**EXPERIENCE**

**2018-Present East Tennessee State University Johnson City, TN**

**Assistant Professor of Educational Leadership and Policy Analysis**

**Department Chair**

**Associate Director of the Center for Community College Leadership**

* Design and implement curricula and assessment strategies for Educational Leadership courses, using D2L (online and hybrid)
* Mentor and advise dissertation students and students in my course sections
* Advise Ed.D. cohort students and supervise internships
* Conduct original research and publish research
* Serve on the University Parking Committee
* Serve on the Presidential Grant-in-Aid Committee
* Serve on the Clemmer College Diversity and Belongingness Committee
* Serve on the Clemmer College Internal Research Advisory Committee
* Host ETSU international students upon their arrival to the U.S.
* Oversee operations and manage of the budget of the Center for Community College Leadership
* Serve as a community college consultant and researcher
* Coordinate the Graduate Certificate in Community Leadership Program
* Oversee operations and manage of the budget of the ELPA Department
* Lead ELPA Department initiatives
* Support ELPA faculty professional development
* Supervise Graduate Assistants and their research activities
* Oversee the development promotional materials and the department website

**2016-2018 Truckee Meadows Community College Reno, NV**

**Dean of Liberal Arts**

**2016-2021 Adjunct Women’s and Gender Studies, English, and Humanities Instructor**

* Supervised and evaluated the performance of college-level and developmental Liberal Arts faculty, divisional administrative assistants, Elizabeth Sturm Library staff, and Tutoring Center coordinators
* Served as Academic Affairs liaison for dual credit activities and Principal Investigator for the Dual Credit Grant, increasing dual credit enrollment by 28%
* Led divisional meetings and initiatives
* Oversaw the Elizabeth Sturm Library and Tutoring and Learning Center
* Managed over $10 million budget for the Liberal Arts Division, departmental offices, Library, and Tutoring and Learning Center
* Assisted in designing and implementing curricula and assessment strategies for all course modalities
* Coordinated faculty and staff professional development
* Evaluated program review reports and approved curricula for all areas of oversight
* Facilitated learning in humanities, women’s studies, and developmental and transfer-level English courses
* Created online learning and professional collaborative web sites on Canvas
* Coached and instructed students, using technologies and open educational resources
* Assisted tenure-track faculty and committees and made tenure recommendations
* Collaborated with colleagues as a member of the Accreditation Committee, Curriculum Review Committee, Assessment Taskforce, Diversity Committee, Wellness Committee, Enrollment Management Committee, Deans and Directors Council (co-chair), Planning Council, Assessment Software Committee, TMCC Art Galleries Advisory Board, President’s Cabinet, and numerous hiring committees

**2014-2016 Kankakee Community College Kankakee, IL**

**Associate Dean of Humanities and Social Sciences**

**Adjunct Women’s Studies and English Instructor**

* Supervised and evaluated the performance of college-level and developmental humanities and social science faculty and professional writing tutors at the Writing Lab and Learning Lab, schedule full- and part-time instructors, and led divisional meetings and initiatives
* Oversaw the Miner Memorial Library and tutoring lab functions; supervise and evaluate these areas’ employees
* Managed budgets for the Humanities and Social Science Division, Library, and Academic Tutoring Support
* Assisted in designing and implementing writing curricula and assessment strategies for English composition and developmental reading and writing core courses (online, hybrid, and face-to-face)
* Coordinated activities for and managed the Dual Credit Grant, increasing dual credit enrollment by 25%
* Researched for and wrote program reviews for all areas of oversight
* Facilitated learning in humanities and developmental and transfer-level English courses
* Created online learning and professional collaborative web sites on Canvas
* Volunteered as Writing Lab Tutor
* Collaborated with colleagues as a member of the Higher Learning Commission Accreditation, Curriculum and Academic Standards, Instructional and Student Success, Redesign of Foundational Coursework, numerous hiring, Art on Campus, Assessment, and Career and College Readiness committees

**2006-2014 Mitchell Community College Statesville, NC**

**Writing Programs Director**

**English Department Head**

**English, Humanities, and Women’s Studies Instructor**

* Supervised and evaluated the performance of college-level and developmental English faculty and professional writing coaches at the Writing Center, scheduled full- and part-time English instructors, and led departmental meetings and initiatives
* Managed and coordinated activities for the Writing Center Grant
* Managed budgets for the English Department and the Writing Center
* Designed and implemented writing curricula and assessment strategies for English composition and literature core courses (online, hybrid, and face-to-face)
* Mentored and advised college-transfer students and students in my courses
* Created online learning and writing web sites on Blackboard and Moodle
* Coached students at the Writing Center
* Developed curricula for World Literature, British Literature, Major American Writers, Professional Research and Report Writing, and American Women’s Studies, and Gender and Sexuality courses
* Advised student editors and prepared the College’s literary magazine, *Dimensions*
* Collaborated with colleagues as a member of the Technology, Study Abroad, Campus Recycling, Diversity Taskforce, numerous hiring, and Curriculum Council committees

**2005-2006 Clovis Community College Clovis, NM**

**English Instructor and Tutor**

* Designed and implemented writing curricula and assessment strategies for English composition, research writing (online and face-to-face), introduction to literature, and technical writing courses
* Created online learning and writing web sites on WebCT
* Assisted basic education, developmental, and college students in improving their writing skills and facilitated students’ developing or honing independent study and learning skills

**2003-2005 Wright State University Dayton, OH**

**English Instructor**

* Designed and implemented writing curricula and assessment strategies for English composition and research writing courses
* Created online learning writing web sites on WebCT
* Inspired and tutored students during one-on-one conferences

**SELECTED TEACHING EXPERIENCE**

**ELPA 5822: Legal Issues in Student Personnel, East Tennessee State University**

This course is designed to provide student personnel practitioners with a basic understanding of legal issues and principles they confront in their daily work. Legal issues and cases relevant for student affairs professionals including the responsibilities of administrators and educators to act within the law are addressed.

**ELPA 6020: Seminar in Educational Supervision, East Tennessee State University**

An examination of problems and issues in supervision. Emphasizes evolving concepts of supervision and strategies and practices of promoting instructional change.

**ELPA 6050: Equity, Inclusion, and Social Justice in Higher Education:** Examines the evolving missions of higher education institutions related to diversity and historical factors influencing access and equity in higher education. Emphasizes research and analysis of theories and case studies on higher education social justice issues related to minority groups, abilities, and socioeconomic statuses. Major topics include identities, culturally responsive pedagogy, power, privilege, bias, and oppression.

**ELPA 6454: Policy, Power & Politics in Education, East Tennessee State University** This course critically examines the interrelationship of the formal and informal political and social forces that influence the development of federal, state, and local educational policy in the United States. Emphasis will be given to the development of individual strategies to influence educational policy within the democratic process.

**ELPA 7812: Qualitative Research I, East Tennessee State University**

This course provides an introduction to the qualitative research process. Qualitative research is examined in this course through 1) reading 2) personal reflection, and 3) inquiry activities. The basic concepts and methods of qualitative research are studied through collaborative, constructivist activities. The qualitative research process is presented as a series of ongoing and overlapping activities. Topics include the identification of the assumptions that support the qualitative research, the identification of research questions, the use of theory in the research process, participant selection, methods of data collection, data analysis strategies and tools (including the use of microcomputers), and the reporting of results.

**ELPA 7823: Higher Education Finance,** **East Tennessee State University**

This course provides students with an overview of the financial management of two-year and four-year colleges and universities. Students learn about the financial reporting, budgeting, and asset management processes for higher education institutions. Additionally, students examine contemporary funding issues for public and private postsecondary institutions

**HUM 101: Introduction to Humanities, Truckee Meadows Community College**

A survey of the major cultural influences from ancient Egypt through the Renaissance in western civilization: music, art, literature, film and philosophy. The course considers important movements and figures.

**WMST 101: Introduction to Women’s Studies, Truckee Meadows Community College**

Interdisciplinary analysis of women in culture and society from historical and cross-cultural perspectives.

**ENG 262: World Literature II, Mitchell Community College**

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama.

**SERVICE**

*▪***Program/Department level**

**East Tennessee State University**, Johnson City, TN

Adviser for Dissertations, Educational Leadership Graduate Programs, Fall 2018 - present

*▪* Beane, Amber. (Spring 2020). *Health and academic achievement in college and university students.*

*▪* Garcia, Erin. (Fall 2020). *Students’ meaning-making journeys towards self-authorship through self-designed gap year experiences.*

*▪* Brown, John. (Spring 2021). *Perceptions of Roane State Community College presidents on the events shaping the institution’s leadership history.*

*▪* Darden, Margaret. (Spring 2021). *Sororities surviving COVID-19: A phenomenological study of Panhellenic virtual sorority recruitment.*

*▪* Edmonds, Melody. (Spring 2021). *Influence of student characteristics, class size, and instructor characteristics in online student success.*

*▪* Messmer, Erin. (Spring 2021). *First-generation women students’ perceptions of support while enrolled in higher education institutions: A phenomenological study.*

*▪* Hudson, Brandon. (Summer 2021). *Perceptions of occupationally trained technical college faculty on their preparedness to teach and on the need for professional development: A phenomenological study.*

Committee Member for Dissertations Educational Leadership Graduate Programs, Fall 2018 – present

*▪* Orr, Harrison. (Fall 2019). *Student retention in community college engineering and engineering technology programs*.

*▪* Bolton, Kim. (Spring 2019). *Technology for the 21st century workforce: A case study of a rural East Tennessee workforce community.*

*▪* Marshall, Connie. (Fall 2020). *Pre-entrance factors and student success in an A.A.S. nursing program.*

*▪* Bennett, Amanda. (Spring 2021). *Honors participation at a two-year community college: Academic and student engagement outcomes.*

*▪* Hutson, Kacie. (Spring 2021). *Retaining first-generation and Pell-eligible students with a near-peer coaching intervention.*

*▪* Moore-Roberts, Kelly. (Summer 2021). *A comparative analysis of levels of importance, satisfaction, and engagement among adult learners and Tennessee reconnect recipients at two community colleges.*

*▪* Advisor for Ed.D. Higher Education Leadership Concentration 192 Cohort, Summer 2019-Present

*▪* Coordinator and Advisor for Community College Leadership Certificate Program, Spring 2019-Present

Coordinator and Advisor for Higher Education Teaching Certificate Program, Spring 2021-Present

*▪* Department Chair for Educational Leadership and Policy Analysis Department, Spring 2020-Present

*▪* Chair of Search Committee for Executive Aide. Spring 2020

*▪* Chair of Search Committee for Executive Aide. Spring 2021

*▪* Member of Search Committee for Assistant Professor of Educational Leadership. Spring 2021

*▪* Program development activities, Higher Education Teaching Certificate curriculum development, Spring 2020-Spring 2021

*▪* Graduate School Dissertation Observer, Fall 2018-Present

*▪* **College/University level**

**East Tennessee State University**, Johnson City, TN

Member, The Clemmer Emergency Preparedness Committee, Fall 2018-2019

Member, Diversity and Belongingness Committee, Fall 2019-Present

Member, Internal Research Advisory Committee, Fall 2019-Present

Member, University Parking Committee, Spring 2019-Present

Member, Presidential Grant-in-Aid Committee, Spring 2021-Present

Host, ETSU International Students, Fall 2019-Present

**▪ Community/Regional level**

TnAchieves Volunteer Mentor, Fall 2018-Present

TCAT Elizabethton Advisory Board Member, Fall 2019-Present

Habitat for Humanity: Women Build Project Spring 2021

Mid-South Educational Research Association Conference Proposal Reviewer, Fall 2020

Mid-South Educational Research Association Committee Graduate Student Planning Committee, Fall 2020

Eastern Educational Research Association Conference Proposal Reviewer, Fall 2020

**▪ National/International level**

Member, International Conference of Professors of Educational Leadership (ICPEL)

2020-present

Member, ICPEL Justice, Equity, Diversity and Inclusion (JEDI) Committee

Member, JEDI Sub-Committee on Programming

**▪ Professional level**

Reviewer, *Journal of College Student Retention: Research, Theory & Practice*, 2019-Present

Reviewer, *Mentoring & Tutoring: Partnership in Learning,* 2019-Present

Reviewer, *Educational Leadership Review*, 2019-Present

Reviewer, *Currents in Teaching and Learning,* 2019-Present

Reviewer, *The International Journal of Educational Leadership Preparation,* 2019-Present

Reviewer, *Journal of Research in Education*, 2020-Present

**AWARDS AND HONORS**

East Tennessee State University Teaching Award Nominee, 2021

Alumnus of the Year. Wright State University, 2014.

North Carolina Ready for Success Fellow and Researcher. NC Department of Education, 2014.

Excellence in Education Nominee. Mitchell Community College, 2013.

Self Fellow. The University of North Carolina Greensboro, 2010-2011.

North Carolina Excellence in Teaching Nominee. North Carolina Community College System, 2009.

Excellence in Education Faculty of the Year Award. Mitchell Community College, 2008.

Excellence Fellow. The University of North Carolina Greensboro, 2008-2009.

Literature Graduate Student of the Year. Wright State University, 2005.

Regents Fellow. Wright State University, 2003-2005.

English Education Student of the Year. Wright State University, 2003.

**CERTIFICATIONS**

Institute on Trauma-Informed Approaches to Teaching and Learning Participation Certificate, 2021

ETSU Open Educational Resources Badge, 2020

Tips & Tricks to Online Course Design: Increasing Interactivity and Student Engagement Certificate, 2020.

Tips & Tricks to Online Course Design: Creating a Road Map Certificate, 2019

Universal Design & Accessibility Workshop Series Certificate, 2019

Quality Matters Course Design Rubric Certification, 2017.

Quality Assurance in Online Courses and Programs. The University of Illinois Springfield, 2016.

Online Program Administration Seminar. The University of Illinois Springfield, 2015.

North Carolina Community College System Advanced Online Instructor Certification, 2013.

**COMMUNITY SERVICE**

Habitat for Humanity Women Build Project 2021

International Student Host 2019-Present.

TNAchieves Scholarship Mentor, 2018-Present.

YWCA of Northeast TN and Southwest VA Volunteer 2018-Present.

Nevada Promise Scholarship Volunteer Mentor, 2017-2020.

Big Brothers and Big Sisters Mentor, 2016-2018.

Women’s and Gender Studies Course Volunteer Elder Project, 2016.

Market Your Mind Volunteer, 2014.

Boys and Girls Club Volunteer Math Tutor, 2013-2014.

**PROFESSIONAL MEMBERSHIPS**

Women in Higher Education in Tennessee (WHET) 2020-Present

International Council of Professors of Educational Leadership 2020-Present

Mid-South Educational Research Association, 2019-Present.

American Association of University Women, 2018-Present.

Eastern Educational Research Association, 2020-Present.

The American Association of Community Colleges, 2018.

National Council of Teachers of English, 2002-2019.

Two-Year College English Association-Midwest, 2014-2016.

North Carolina Conference of English Instructors, 2006-2014.

Two-Year College English Association-Southeast, 2008-2014.