



MICHELLE LYNNE MARCH, PhD

Curriculum Vitae

115 Riverwalk Lane · Port Barrington, IL 60010
Cell: (224) 848-0357 · Email: marchphd@gmail.com

SUMMARY

Dr. March is a seasoned professor, research-practitioner, and organizational consultant, who passionately develops people and executive framework through a cross-discipline approach, including business administration, educational psychology, behavioral analysis, and human services. Integrating years of psychology and human development combined with her evidence-based practice on business aspects of leadership and communication development, she skillfully advances individuals and teams. She believes that self-awareness is a main factor to act and work toward a vision to be an effective leader, connected communicator as well as an engaged collaborator.

She has 20 plus years' experience including over 10-years teaching, and curriculum development across higher educational institutions both on-line and campus as well as 20 years executive coaching, training, and consulting across organizational context. Her skillful eclectic approach combined with scholarly knowledge, practical application, and business experience are the perfect combination for helping individuals and organizations align mission and vision to achieve goals.

Dr. March thrives in challenging environments and has a keen eye toward detail. She is comfortable, dedicated, and adept working with individuals and teams of variable disciplines. She skillfully integrates leadership across contextual environments to effectively manage schemes; driving results and has a keen eye to analyze situations; sharing solutions while building relationships through inclusion.

Dr. March has excellent communication skills; she communicates powerfully and prolifically and is a thought leader with high integrity and honesty. She promotes evidence-based professional development tactics and is a skilled mentor, ensuring excellence with her motivating approach. She is well-rounded in teaching/training pedagogy and is proficient in research, coaching, assessment, and curriculum/training development across organizational contexts.

Dr. March is conversant with numerous tests, measurement and assessment methodologies and is a co-author of a scale-measuring online teaching effectiveness. Research relates to on-line teaching effectiveness; encompassing epistemology and metacognition of the learning process relational to student/client outcome and academic/organizational success via motivational strategies; effective teaching; systematized planning; organizational leadership development, behavior, personality traits, and cognitive psychology.

EDUCATION

2014-2017 **Masters of Business Administration, Human Resource Specialization**, Purdue University Global, Gift of Knowledge Program, Chicago, IL.
Summa Cum Laude
Inaugurated **Delta Mu Delta, International Honor Society in Business**

2004-2010 **Doctor of Philosophy, Educational Psychology**, Capella University, Minneapolis, MN
Title of Dissertation: *Epistemological beliefs and approaches to learning: Influence on academic performance in higher education.*
Magna Cum Laude; Credit Hours in Advanced Graduate Studies—95 in Psychology; 75 in Human Services

- 1998-2001 **Masters of Social Work, Social Policy & Practice**
University of Pennsylvania, Ivy League Division, Philadelphia, PA
Magna Cum Laude; *Semester Hours-48; Field Work Clock Hours-1,388*
- 1994-1998 **Bachelor of Arts, Major Social Work, Minor Sociology, Cedar Crest College, Allentown, PA.** Apprentice member of *Cedar Crest Dance Company*; innovative and expressive performance in ballet and modern dance; hard work, humility, and patience.

MAJOR RESEARCH INTERESTS

Epistemology and metacognition of learning process as they relate to student/client outcome and learning success; effective teaching practices; mindsets across lifespan-content contexts and culture; bullying and behavioral implications across organizational context; impact of personality dimensions on leadership and communication; integrating leadership into learning environments.

HONOR SOCIETY

- 2016 **Delta Mu Delta, International Honor Society in Business**
Awarded by Association of College Honors Societies
Presenting honor and recognition of exceptional academic achievement; outstanding leadership and service.

CERTIFICATIONS

- In process **Six Sigma Green Belt Certification. The Council for Six Sigma.**
- 2020 **Six Sigma Yellow Belt Certification. The Council for Six Sigma.**
A Lean Six Sigma Yellow Belt possesses a thorough understanding of the elementary aspects of the Lean Six Sigma Method including competence in the subject matters contained within the phases of Define, Measure, and Control (DMC) as defined by The Council for Six Sigma. A Lean Six Sigma Yellow Belt understands how to implement, perform, interpret, and apply Lean Six Sigma in a skilled yet limited and / or supportive context.
- 2020 **ACUE (The Association of College and University Educators)**
ACUE’s course in **Effective Teaching Practices** ensures that faculty learn about—and implement—the approaches that improve engagement and persistence and promote deeper learning. The 25-module course addresses all of the core competencies in ACUE’s Effective Practice Framework and leads to a Certificate in Effective Instruction.
- 2019 **CODA Partners, Inc. Connecting with Executives, Certified Trainer**
Certificate received from CODA Partners, Inc. Certification serves as certified trainer to train and deliver evidence-based communication development from CODA Partners, Connected Communications Program.
- 2018 **CODA Partners, Inc. Connected Communications, Certified Trainer**
Certificate received from CODA Partners, Inc. Certification serves as certified trainer to train and deliver evidence-based communication development from CODA Partners, Connected Communications Program.
- 2017 **CODA Partner, Inc. Connected Leadership, Certified Trainer**

Certificate received from CODA Partners, Inc. Certification serves as certified trainer to train and deliver evidence-based leadership development from CODA Partners, Connected Leadership Program.

- 2015 **MBTI (Myers & Briggs Type Indicator) Master Practitioner**
MBTI-2015-T750588
Awarded through Myers & Briggs Foundation certificate of completion for training & examinations required to become a certified practitioner of the MBTI Step 1 and Step II instruments.
List of professional development self-paced courses
2019 10 credit hours: Type and Emotional Intelligence-Advance Training Program
2018 10 credit hours: Using the MBTI To Enhance Emotional Intelligence
2017 10 credit hours: MBTI Masterclass-Applying Personality Type in Development
- 2014 **Postgraduate Certificate in Applied Behavior Analysis**
Gift of Knowledge Program, Purdue University Global, Fort Lauderdale, FL.
Certificate Credit Hours-30; 1,589 supervision hours fulfilled May 2017. BACB exam approved.
- 2010 **Certificate of Advanced Graduate Studies (C.A.G.S.)**
Capella University, Minneapolis, MN.
Successful completion of all doctoral courses to advance to comprehensive examination.
- 2008-2011 **Early Intervention Developmental Therapy Credential, #MM87911008P**
Provider Connections, Western Illinois University, Macomb, IL. (10/9/08-9/30/11)
Certificate Credit Hours-150; consultative experience and professional development
Development of young children: typical and atypical-52 credit hours
Working with families of young children with disabilities-33 credit hours
Intervention strategies for young children with special needs-31 credit hours
Assessment of young children with special needs-33.5 credit hours
- 2006 **Discrete Trial I & II**
Little Friends Center for Autism, Naperville, IL.
- 2005-2008 **Nonviolent Crisis Intervention Certified Instructor**
Crisis Prevention Institute, Brookfield, WI.
- 2007-2022 **Teaching License, PK-12, substitute public schools**
Illinois State Board of Education, Springfield, IL.
- 2005 **Assessment-Intervention of Self-Regulation for Infants & Toddlers**
SELF Outreach Project Correspondence Course, Center for Development & Disability
University of New Mexico, Health Sciences Center (2/21/05-5/15/05).
- 2002 **The Lovaas Model of Applied Behavior Analysis**
Lovaas Institute, Cherry Hill, NJ.

LEADERHIP COACHING

- 2019 **Founder/President of Reaching for the Stars #Be a Leader (RFTS, LLC).**
As the Executive Coach/Consultant of RFTS, LLC, I am passionate about helping individuals and teams develop leadership and communication skills, working with

experienced, emerging leaders. Reaching successful outcomes is fulfilled with clients by providing training on development via evidence-based practice that align with organizational and individual need with ongoing coaching to leaders and consulting on long-term development initiatives to enhance the dimensions of leaders, teams, and organizations. Companies hire me for office and remote working to speak, consult, train, and coach their teams and organizations of all sizes. I also integrate services with successful outcomes on P&L management, strategic planning, assessment, analysis, and rewards; decision making; retention management; and aligning leadership for organizational transformation.

TEACHING EXPERIENCE

2019-Present **Full Professor**, Jack Welch Management Institute at Strayer University (online), Herndon Virginia.

2017-2019 **Associate Professor**, Jack Welch Management Institute at Strayer University (online), Herndon Virginia.

I skillfully craft my expertise in the course room and business contexts, integrating leadership, to facilitate and coach my students to success. Terms run 10-weeks through the Blackboard LMS.

JWI505 Business Communications and Executive Presence

Teach effective communication techniques, develop persuasive strategies to manage crisis within a given organization. Develop presentation skills, confidence, and self-awareness.

JWI510 Leadership in the 21st Century

Cultivate executive presence and Leadership in the 21st Century. Facilitate and coach students to help them to develop their independent fingerprint that will positively impact the trajectory of their career.

JWI555 Organizational Change and Culture

Work with students to put together a rationale for change through defining the need for change, crafting visions of what the future can bring, building coalitions of support and managing resistance change, communicating with purpose and scope to timely meet change initiatives, and create cultures that empower others to embrace change for continuous improvement.

2017-Present **Dissertation Chair**, Grand Canyon University (GCU), College of Doctoral Studies, Online/Remote.

Provide oversight with a maximum of 10 doctoral learners and their dissertation committees. Work in collaboration with the Committee Methodologist and Content Expert to help support learners through successful completion of dissertation research processes, providing process knowledge, expertise concerning the research methods, results interpretation and presentation, and other tasks. Facilitate the Institutional Review Board (IRB) processes. Maintain records and updates as required by the college for each doctoral learner.

PSY825 Advanced Research Methods

PSY885 Developing the Research Proposal

PSY955 Dissertation I

PSY960 Dissertation II

PSY965 Dissertation III

- 2017-Present **Adjunct Faculty**, Grand Canyon University (GCU), Online/Remote Instructor
College of Humanities and Social Sciences.
Teach 8-week simultaneous Master Level classes via LoudCloud LMS:
PSY550 Research Methods
PSY560 Learning, Cognition and Motivation
PSY565 Industrial/Organizational Psychology
PSY575 Organizational Behavior and Development
PSY580 Foundations of Human Factors
PSY581 Sensation and Perception
- 2017-Present **Adjunct Faculty**, College of Lake County (CLC), Division of Business and Social Sciences. Grayslake, Illinois; On-Campus and remote learning via CANVAS.
Teach 8-week or 16-week synchronous terms. Develop all course curriculum, assessments, and assignments for courses assigned including-projects, group participation, objective tests, comprehensive final exams, homework, quizzes, research papers, and portfolios. Integrate varying pedagogy to align with students needs and learning. Course development reflects CLC learning outcomes including communication, technical and information literacy, critical thinking, quantitative literacy, social and cultural awareness, and reading.
PSY121 Introduction to Psychology
PSY220 Lifespan Development
PSY222 Child Growth & Development
PSY225 Social Psychology
- 2014-2018 **Adjunct Instructor**, Purdue University Global, College of Behavioral & Social Sciences, Graduate Psychology Department, Online/Remote.
Teach 10-week simultaneous asynchronous courses and synchronous seminars through eCollege. Engage students to critically think about subject matter and application to the field through discussion board threads, assignments, and quizzes.
PS501 Foundations of Professional Psychology
PS505 Testing, Measurement & Assessment
PS506 Lifespan Development
PS510 Qualitative Research Methods
PS515 Learning and Behavior
PS525 Foundations of Psychopathology (Abnormal Psychology)
PS530 Cognitive Psychology
PS600 Comprehensive Examinations
- 2015-2018 **Comprehensive Examination Reviewer**, Purdue University Global, Online/Remote
Evaluate graduate psychology student responses to three exam questions relative to content, application, and organization. Exam questions relate to general psychology, addictions, industrial/organizational psychology, and applied behavior analysis. Provide expert feedback on comprehensive examinations (writing, format, style, content) for attainment of credentials.
PS600 Comprehensive Examinations
- 2010-2014 **Adjunct Instructor**, Kaplan University, College of Behavioral & Social Sciences; Undergraduate Department of Human Services, Online/Remote-transitioned to graduate psychology department.

Taught 10-week asynchronous courses and synchronous seminars. Engage students to critically think about subject matter and application to the field through discussion board threads, assignments, and quizzes.

HN450 Legal & Ethical Issues in Human Services

HN370 Child Welfare & Family

HN300 Human Services & Social Policy

HN330 Case Management in Human Services

HN377 Studies in Child & Adolescent Development

HN420 Social & Health Care Issues in Aging

2010-2014 **Adjunct Instructor**, University of Phoenix, College of Social Sciences; Online/Remote. Facilitated multiple sections of asynchronous 9-week associate & undergraduate courses. Engaged students to critically think about subject matter and application to the field through discussion board threads, assignments, and quizzes.

SOC/120 Introduction to Sociology

2010-2016 **Dissertation Chair**, University of Phoenix, School of Advanced Studies; Online/Remote Chair and advised doctoral students; mentor students and instruct courses. Facilitate dissertation committee meetings, proposal, and defense calls. Participate in monthly meetings. Support processes and procedures for promoting quality dissertation research. Facilitate the Institutional Review Board (IRB) processes supporting doctoral learner research. Maintain records and updates as required by the college for each doctoral learner.

DOC/177 Doctoral Seminar II

DOC/733 (A/B) Doctoral Dissertation

DOC/734 (A/B) Doctoral Project IV (see last page for list of project topics).

2005-2006 **Instructor/Trainer**, Children's Center for Autism
Developed and implemented training programs. Topics covered applied behavior analysis principles and procedures; functional behavioral assessment; measuring and recording data; reinforcement and behavioral shaping; leadership.

1999-2000 **Instructor/Trainer**, New Bethany Ministries
Developed and instructed an employability program to adults in need of academic, vocational, and social skills training.

UNIVERSITY AND DEPARTMENT SERVICES

2017-2019 **Psychology Tutor/Academic Coach**, College of Lake County.
Provide tutor time on a weekly basis at the College of Lake County Tutoring Center to students actively enrolled in the psychology department. Interactions vary dependent on the students' needs such as studying for a test, developing an academic paper, APA formatting, connecting theoretical concepts, etcetera.

2016-2017 **Proposal Reviewer TIP Conference**, Purdue University Global
Reviewed proposal abstracts in Teaching, Innovation, and Presence (TIP) for the faculty conference. Rubrics were followed; reviews were blind; proposals were reviewed between March 22, 2016 and April 8, 2017

2012 **Subject Matter Expert: Curriculum Development Project**, Purdue University Global
Revised and developed a 200-level course on Human Behavior and the Social Environment; aligned compliancy with credit hours and mastery outcome, and U-rates.

- 2010-2012 **School Review Team Committee**, Purdue University Global
Evaluated proposals for both online and campus curriculum, recommended changes for new courses and course revisions.
- 2010-2012 **Faculty Curriculum Committee Chair** – Appointed position, Purdue University Global
Evaluated curriculum, university wide, reviewed proposals for new courses and programs or removal of courses and programs, reported recommendation on SharePoint, attended monthly meetings, voted on proposal submissions.

PROFESSIONAL CONSULTING

- 2017-Present **Leadership Development Consultant/Certified Trainer**, CODA, Partners, Inc., South Pasadena, FL.
Consult with various levels of organizational structures, developing leadership, connected communications, team, and organizational development initiatives. Currently, developing online-training.
- 2015-Present **MBTI Master-Practitioner Consultant**, building leadership and teams toward positive working relationships-developing interpersonal and communication skills.
- 2010-Present **Educational Psychologist Consultant (RFTS)**, Consultant in schools, homes, and organizations. Responsible for developing, implementing and supervising behavior intervention programs (ABA); develop effective interventions promoting psychological, social, emotional and behavioral well-being; promote parenting skills; assess learning needs, analyze data through various methods, provide ongoing assessment and reports on progress.

SELECT PROFESSIONAL EXPERIENCE

- 2008-2012 **Early Intervention Developmental Therapist**, Provider Connections, IL.
Responsible for supporting child development, identified learning opportunities, developed and implemented applied behavior analysis programs specific to child and family needs, carried out functional behavioral assessments, enhanced child learning and development in natural environments, completed progress reports, graphed and analyzed data.
- 2006-2007 **Chicago Education Project**, Hoffman Estates, IL.
As a hired consultant worked with children diagnosed with autism and other related disorders used scientifically based methodologies to develop intervention plans relative to individual student needs, family goals, including Applied Behavior Analysis, Verbal Behavior, and Discrete Trial.
- 2005-2006 **Director of Children’s Center for Autism**, Little Friends, Inc., IL.
Supervised 20+ employees, developed and enforced policies and procedures, validated program budget, coordinated annual fundraiser (\$26,000)-developed sponsorships with community organizations for redemption of proceeds-established fundraising support team; selected, hired, oriented, trained and evaluated employees, modeled clinical skills, facilitated educational instruction, coordinated the in-home support program; demonstrated strong administrative and leadership skills.
- 2003-2005 **Developmental Therapist/ Behavior Analyst**,
Sunny Days, Childhood Developmental Services Inc., PA. & NJ.

Conducted psycho-socials, provided evaluations and assessments, provided parenting skills, facilitated individual & family therapy, carried out supervision, and consultation, demonstrated strong leadership skills and team building, developed applied behavior analysis programs, trained Paraprofessionals and parents, gathered and analyzed data.

2001-2003 **Behavior/Mobile Therapist, Autism Specialist**, Youth Advocate Program, PA. Developed applied behavior analysis programs for children ages 3 through adulthood with a minimum caseload of 12 families, implemented behavioral modification plans with great success, consulted with school personnel and doctors, provided in-home family and individual therapy, gathered and analyzed data.

1998-2001 **Intensive Case Manager MH/MR/D&A**, Lehigh County Government Center, PA. Supervised a minimum of 20 clients, adolescent through late adulthood, in the community with severe and persistent mental illnesses; linked, coordinated, and established support services; responsible for 24 hours on call crisis intervention services, completed progress reports; proven success in administrative responsibilities and leadership skills.

INTERNSHIPS

2000-2001 **Psychiatric Social Worker**, Lehigh Valley Hospital Emergency Department, PA. Completed psychosocial assessments, therapeutic intervention, referrals, and collaborated with mental health teams to review patient treatment plans.

1999-2000 **Program Development**, New Bethany Ministries, PA. Received \$5,000 grant to research & develop a neighborhood safe grounds program for children of the ministry, Principle Investigator.

1996-1997 **Research Assistant**, Home Ownership Counseling Program, PA. Investigated slum landlords with intent create better living environments for tenants.

1196-1998 **Counselor**, Community Commitment, Inc., PA. Counseled individuals with mental health and drug and alcohol issues.

AWARDS

2020/January **Team Leadership Award**. Jack Welch Management Institute (JWMI) of Strayer University, Herndon, VA.

2019/May **Full Professorship**. Jack Welch Management Institute (JWMI) of Strayer University, Herndon, VA.

2019/February **Outstanding Faculty Award Nomination**, College of Lake County, Grays Lake, IL.

2018/June **Associate Professorship**. Jack Welch Management Institute (JWMI) of Strayer University, Herndon, VA.

2018/February **Outstanding Faculty Award Nomination**, College of Lake County, Grays Lake, IL.

2017/Aug. **Certificate of Recognition for Outstanding Adjunct Faculty**. College of Social and Behavioral Sciences Purdue University Global, Ft. Lauderdale, FL.

2017/Aug. **Certificate of Recognition for Outstanding Professor Student Nominated**. College of Social and Behavioral Sciences. Purdue University Global, Ft. Lauderdale, FL.

2016/Dec. **Certificate of Recognition for Outstanding Faculty Member**. College of Social and Behavioral Sciences Purdue University Global, Ft. Lauderdale, FL.

2016/Sep. **Certificate of Excellence in PS505 for Outstanding Support of Student Success**. College of Social and Behavioral Sciences Purdue University Global, Ft. Lauderdale, FL.

2016/Sep. **Certificate of Recognition for Outstanding Professor Student Nominated**. College of Social and Behavioral Sciences Pursue University Global, Ft. Lauderdale, FL.

2016/Sep. **Certificate of Recognition for Outstanding Adjunct Faculty**. College of Social and Behavioral Sciences Purdue University Global, Ft. Lauderdale, FL.

2016/Feb. **Up and Above Award for Coaching Students.** College of Social and Behavioral Sciences Purdue University Global, Ft. Lauderdale, FL.

CONFERENCES/PRESENTATIONS

- Blackman, G., March, M., Pedersen, J., Reyes-Fournier, E., & Cumella, E. J. (2019, October 9-12). *Defining online teaching effectiveness: Development of a reliable and valid scale.* Poster Presentation. Presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL), Atlanta, GA.
- Blackman, G., March, M., Pedersen, J., Reyes-Fournier, E., & Cumella, E. J. (2019, April 25-28). *Defining online teaching effectiveness: Development of a reliable and valid scale.* Presented at the Western Psychological Association (WPA), Pasadena, CA.
- Blackman, G., March, M., Pedersen, J., Reyes-Fournier, E., & Cumella, E. J. (2018, April). *Defining online teaching effectiveness.* Presented at TCC (Technology, College & Communities) 2018 Online Conference.
- March, M. L., & Pedersen, J. (2017, June). *5C's of Leadership in higher education.* Presented at the 9th annual General Education Virtual Conference, Kaplan University.
- March, M. L., & Pedersen, J. (2017, May). *Using mind mapping as a tool to master 21st century skills.* Presented at the Teaching Innovation and Presence (TIP) Virtual Conference, Kaplan University.
- March, M. L., Pedersen, J. & Bara-Johnson, E. (2016, June). *Asynchronous discussion boards: Encouraging participation versus procrastination.* Presented at the 8th annual General Education Virtual Conference, Kaplan University.
- March, M. L. (2016, June). *APA: Title page/ headers.* Virtual Lecture Guest Speaker, Kaplan University, Graduate Psychology Department, College of Social and Behavioral Sciences
- March, M. L. & Pedersen, J. (2016, May). *Flipping classrooms.* Presented at the Teaching, Innovation and Presence (TIP) Virtual Conference, Kaplan University.
- March, M. L. (2016). *Effective discussion boards.* Virtual Lecture Guest Speaker at Faculty Meeting, Kaplan University, Graduate Psychology Department, College of Social and Behavioral Sciences.
- March, M. L. (2016, April). *Volunteering.* Virtual Lecture Guest Speaker, Kaplan University, Graduate Psychology Department, College of Social and Behavioral Sciences.
- March, M. L. (2012, June). *Brain injuries.* Virtual Lecture Guest Speaker, Kaplan University, Undergraduate Human Services Department, School of Arts and Sciences.
- March, M. L. (2011, October). *Domestic violence.* Virtual Lecture Guest Speaker; Kaplan University, Undergraduate Human Services Department, School of Arts and Sciences.
- Hunt, M. L. (2005, May). *Applied Behavior Analysis: An effective treatment protocol for children with Williams Syndrome-paralleling traits of autism.* Presented at the William's Syndrome Society Convention; University of Pennsylvania, Philadelphia PA.

PUBLICATIONS & ARTICLES

- Reyes-Fournier, E. Cumella, E.J., March, M., Pederson, J. & Blackman, G. (2020). Development and validation of the online teaching effectiveness scale. *Online Learning*, 24(2), 111-127.

- Blackman, G., Pedersen, J., March, M., Reyes-Fournier, E., & Cumella, E. J. (2019). A comprehensive literature review of online teaching effectiveness: Reconstructing the conceptual framework. Manuscript submitted for publication.
- March, M. L. (February/2014). *Interacting with Service Animals on Medical Emergencies*. emsl.com. <http://www.emsl.com/education/articles/1677287-How-to-interact-with-service-dogs-in-medical-emergencies/>
- March, M. L., (August/2013). *Service comfort dogs and the benefits they bring to communities*. Kaplan University, Center for Public Service. <http://www.kaplanuniversity.edu/public-service/articles/service-comfort-dogs.aspx>
- March, M. L., (September/2010). A different view on successful program development. *Autism Today*. http://www.autismtoday.com/articles_archives.asp
- March, M. L. (2010). *Epistemological Beliefs and Approaches to Learning: Influence on Academic Performance in Higher Education* (Doctoral Dissertation). ProQuest/UMI.
- Hunt, M. L. (1998). *Identifying Eating Disordered Behaviors and Body Image: A Comparison of Female Attitudes in an all-Women's College vs. a Co-ed College* (Unpublished thesis). Cedar Crest College, Allentown, PA.

PROFESSIONAL ASSOCIATIONS

- 2019 Online Learning Consortium
- 2019 International Society for the Scholarship of Teaching and Learning
- 2018 Western Psychological Association
- 2010 The Society for the Teaching of Psychology
- 2010 American Educational Research Association
- 2010 Association for Institutional Research
- 2007 National Association for Educating Young Children
- 2006 American Psychological Association-Division 15, Educational Psychology

VOLUNTEER EXPERIENCES

- 2013-2014 President, Parent Teacher League, St. Matthew's Lutheran School
- 2006-2007 Neuroscience Lab Assistant, Northern Illinois University
- 1998-2000 Counselor of Mental Health Services, Crisis Connection
- 1995-1997 Mental Health Counselor, Compeer of Lehigh Valley

CHAired DISSERTATIONS

Qualitative case study: Higher learning educators perceived effectiveness on online technology application course effectiveness.

A study of perceived admissions and achievement barriers of learning-disabled students in postsecondary institutions.

A qualitative multiple case study: The influence of organizational climate on para-educator's roles and responsibilities.

Influence of metacognitive awareness on motivation and performance in college algebra.

Ninth grade high school transition: A phenomenological study of teacher perceptions on graduation rates.

The preservation of home values: A Delphi study.

COMPUTER SKILLS

Proficiency in Adobe connect, SPSS, Blackboard, MOOC, Canvas, Moodle, Bright Space, LoudCloud, audio/video web conferencing, Whiteboard

TEACHING PHILOSOPHY

I love to learn, and I like to teach and help others reach their highest potential; teaching and leading by example. A few things excite me as much as learning new ideas and stretching the outer limits of knowledge and integrating worldviews. Throughout my student life, I have admired competent professors, mentors, and leaders as they played an invaluable role in learning, sharing their knowledge and resources, aiding personal success and spiritual growth through reflection on doing.

Students are entitled to the best education possible. Therefore, my role as a psychology and business professor is to take my passion for teaching through practical, evidence-based instructional approaches to accommodate students' diverse learning styles. I believe it is not only my responsibility to instruct but also to facilitate discussion among my students. Each student has something valuable to bring into a classroom, and as an instructor, I demonstrate my capability of gleaned that collective knowledge and experience. In other words, I believe students retain more of what they learn in a course when they have some ownership over their learning. Hence, I do not want my students to feel like passive receptacles for knowledge because there is more learning achieved when students learn from the instructor and each other as well as course material, environment, and engagement in the field-applying what they are learning.

Further, I value learning; therefore, my role as an associate professor, educational psychologist, leadership consultant, and MBTI practitioner is to extend beyond the classroom. Accordingly, I serve as a role model and leader. I am knowledgeable and dedicated to positioning my students/clients for success by sharing knowledge and resources and providing opportunities to meet individual educational, career, and personal goals through various assessments and strategies. Alike, it is my passion to guide individuals with direction and leadership. Leading by example, I want to conclude with this last point, for it encapsulates my philosophy of teaching, remote or traditional. I strive to provoke my students/ clients to think differently, see that the subjects/concepts that concern us in a learning orientation, and societal worldviews are not hermetically insulated instead of engaging diverse questions. I, therefore, believe the ability to ultimately nourish higher levels of critical thinking to be significantly valuable in any capacity or field of study.