

July 29, 2015

Dear President Search Committee Members:

I am thrilled to learn of my nomination and honored to be considered as the next President of Dickinson State University (DSU). I currently serve as President of an entrepreneurial, nimble, university and I have 30+ years of extensive experience in higher education. I am confident I can effectively and faithfully serve as your next President and know you will see my experiences more than demonstrate my readiness to assume this critical leadership role and provide a good fit for DSU. I trust you find this level of detail informative and simultaneously understand any successes I have had as a leader are due in part to wonderful, talented colleagues who have contributed greatly to moving our team forward. Thank you in advance for your time, consideration, and interest in reviewing my materials.

There are two key foundational experiences that have shaped my work in higher education: first I began my educational journey in a head-start program with the Atlanta Public Schools and second I am a first generation college student. As a result of these experiences, I know first-hand that access to good, quality public education has changed my life and I am dedicated to ensuring others have similar possibilities. These experiences have influenced my enthusiasm for higher education and the belief that students need access to expand their horizons, broaden their perspectives, and have an increasing awareness of the larger society in which they will live and work. I know higher education makes one aware and sensitive to the global world, contributes to developing logical and critical thinking skills, and provides quality educational opportunities that should form the foundation for lifelong learning and development. Over the 30+ years of my professional career I have been committed to providing access to quality educational opportunities. All of my experiences support the fact that I am extremely comfortable representing postsecondary institutions and believe that a solid public educational system, from Pre-K to graduate school, is central to an improved quality of life. Further a strong education system provides a sustainable economic future for all and it is an especially enriched life for those who directly participate. As the next DSU President my educational journey and deep advocacy for higher education and its transformative role will be a tremendous asset to the students, faculty, staff, and larger university community with whom I would share this experience.

Student success is a cornerstone to any great institution and to my leadership values as well. I have an unwavering passion for preparing students for productive and successful lives across all degree levels. The value added experience of attending DSU must demonstrate students have gained in intellect, developed leadership skills for a dynamic world, and have the resilience and drive to compete successfully in their entrepreneurial endeavors. To do that, we must have academic and co-curricular programs and opportunities that are relevant for tomorrow's world of work. We must also ensure each class and subsequent programs offer cutting edge knowledge and learning experiences. I have led these efforts many times through my role as the Academic Officer for my college of education, in my role as Chief Academic Officer for the State of Colorado, and I continue to stress quality educational programs as President. I have been successful in ensuring we have quality experiences by first making sure we have dedicated, high caliber faculty and staff who make a tremendous difference in creating constructive learning settings. Second, we create successes by understanding student data analyses to identify what we are doing well with students and where we need to improve. I have focused staff in my current and previous positions to use data analyses to examine our practices and to identify those students who need additional support. We must always ensure a seamless transition from entry to completion and make sure we have no roadblocks or inhibitors to reaching degree completion along an expected time frame. I expect my passion to advance students will be welcomed by the DSU community.

I have a long history of effective student-centered practices from my direct work in student affairs, academic affairs, in the postsecondary public policy arena, and as President. I am fully aware that any successes we have as an institution are grounded in the advancement and development of our students. I

want students to see the campus and our work as central to their opportunities and successes. Your array of programs and services across all types and levels of educational offerings is impressive and your Academic Success Center makes a difference to provide the needed support of your students. Your mission speaks to the same values I have and I welcome the opportunity to lead a campus so equally committed to student success. I am also deeply committed to creating constructive teaching and learning environments where strong analytical skills, critical thinking, clinical skills, and the ability to utilize data in planning and decision-making are valued. A foundation of this is a sincere commitment to shared governance. Collaborations with faculty are important and I know your campus leaders are already attentive to this as well. A strong campus experience with a vast impact on students' lives is one that I definitely want to share with you. I also look forward to partnering with the entire campus, the NDUS, and other constituents, to build a shared academic vision that supports students.

I applaud DSU for your commitment to provide a wonderful learning environment for your students to transform their lives. I am also excited to see your commitment to all learners through your value of diversity, equity, and inclusion. I too embrace these values and have worked tirelessly to create a culture of Inclusive Excellence in all of my leadership roles. I also value global experiences and would work with you to make sure all students, faculty, and staff continue to be internationally engaged through exchanges and other opportunities. Inclusive Excellence is essential to a broad educational environment and I have worked for years to ensure campus environments are open, accessible, and welcoming to all students, staff, and faculty. Broadening one's perspectives and being exposed to different understandings and environments is central to the educational process. I have had many opportunities to reach across borders to expand learning environments and establish partnerships with a variety of countries, institutions, businesses, industries, and other entities that will expand learning for all.

Dickinson State University is an economic driver for the region and an important beacon to the community for new ideas and innovations. I maintain the philosophy a strong university is one that embraces its role in providing a workforce to meet local community needs as well as creating innovations that propel the economy. I would be proactive at all times to address governmental and external relationships in our communities to cultivate positive town-gown relationships. I value and will spend a tremendous amount of time developing linkages to business, industry, and grant making agencies locally and nationally to increase internships, field projects, and shadowing opportunities. I believe it is imperative for DSU to continue its focus as a good community neighbor and a good problem-solver for regional needs that are complementary to the missions and goals of the institution. One priority I feel comfortable addressing with you is finalizing the plans to bring the Theodore Roosevelt Center to campus. It is equally important to continue the many community responsibilities and as President I would maintain and expand K-12 engagements and connections with all state and local elected officials. These relationships are vital and I believe my knowledge, skills, and background fit nicely for me to lead the campus in this wonderful opportunity and challenge of external engagements. I appreciate the role we in higher education play in relationship to K-12 and believe we have to be engaged and advocating together for a seamless educational system to provide the best opportunities for the citizens. I would work to make sure DSU is proactive with local school districts to ensure students can move from one system to the next. I have worked directly to create processes and policies that allow students to move through our systems of education while in Colorado and can do the same in North Dakota.

I also have extensive experiences in building external "friendships" across a variety of business and industry leaders to advance the campus mission and vision. I enjoy opportunities to talk with potential donors and have complete confidence my style of "friend-raising" will be effective for DSU. Clearly a significant amount of my time will need to be dedicated to cultivating potential donors with leads and guidance from existing campus leaders and alumni who know well your current local and national donor base. I embrace this role with great excitement. My current and past work with alumni groups is extensive and I believe alums are the "face" of the university and must be positively engaged at all times.

The manner and style of keeping all uplifted requires a President with a successful leadership style who is approachable, a good listener, works with transparency, and provides a level of openness that allows solid communication with internal and external audiences. Meeting the needs of the DSU campus requires new attention to the needs of all students, faculty, and staff to know, appreciate, and respect the impact of the larger comprehensive institution while keeping a clear set of expectations for the missions of teaching, research, and service. Advancing a university community is critical and my experiences of creating a culture of inclusion, transparency, and strong collaborations will be valued assets. I have maintained a lens of looking for the “third way” as different points of view are important to hear. Finding the common ground allows the campus to move forward together through a consensus building style with a blended, third way, of approaching all situations.

It is also imperative that I participate with the campus as much as possible and I appreciate the importance of attending student athletic events, performances, lectures, and special speakers. As your President, I can assure you I will be a fully participating Blue Hawk. I have regularly been told open and approachable are common characteristics of my leadership style. In my current presidency, I hold a monthly Open Forum for our campus community and send out bimonthly emails to keep all informed. I share current information about board decisions, updates about financial matters, and feedback on the progress of key performance indicators. With these multiple forms of communication I seek feedback too and have clearly demonstrated and maintained an open, accessible style. I have been successful leading change and setting a constructive direction for my current institution (and in previous positions) as my openness and transparency have allowed me to positively “bring” everyone along in the process. My style has also allowed me to successfully lead teams to stretch resources, innovatively use technology, and reconsider traditional ways of providing higher education that have allowed net returns with minimal economic investment. All of my leadership roles have required that I be a fiscal steward of the institution’s resources while innovatively moving the organization forward with a positive, constructive style. I have the necessary fiscal acumen skills to lead institutions and additionally have taught higher education budgeting and finance courses for years. I have extensive experience leading difficult decision-making and have invested the necessary time to make sure voices are heard and respectful administrative processes are in place.

In summary, my leadership and values include a laser like focus on student success and our responsibilities to provide life changing opportunities; a zeal for high quality academic and training programs that are relevant for today’s environments while ensuring a foundation for life-long successes; an unyielding desire for business and industry connections that create opportunities for students, faculty, and staff; a strong robust fiscal outlook that maximizes all resources with diversified, multiple funding streams; a deep understanding and appreciation for complex systems that appear loosely coupled yet intricately connected working as a whole; an extensive expertise in higher education and appreciation for academic institutions steep with important traditions and customs that must be honored and respected while forging new, sometimes unfamiliar paths or even different modalities; and an uncompromising level of transparency while always focused on integrity, team work, and a great enjoyment of life.

Finally, I am confident I would represent Dickinson State University with due diligence, integrity, and quality work. I can continue to unite the campus with a shared vision and have the ability to lead the institution to your next level of excellence. My intense enthusiasm and background relate to DSU and I have the necessary executive experiences to lead with purpose, with a plan, and with much passion to continue your successes. I am confident we can work together well and with the strong leadership already at DSU we will continue on a great path. I would be honored to have the chance to talk in greater detail about your expectations for the next President.

With warm regards,

Cheryl D. Louell, Ph.D.

CHERYL D. LOVELL, Ph.D.

Abstract

Thoughtful, reflective leader with proven, successful executive leadership skills and administrative insights necessary for effective executive leadership in dynamic academic environments. Accomplished higher education background with vast experiences in university administration, academic leadership, and postsecondary public policy that provide a rich contextual foundation for addressing complex issues and opportunities. Expertise in collaborative academic administration coupled with extensive experience and knowledge of higher education administration and leadership, student learning and development, and faculty development. Committed to collaboratively leading quality educational environments that support critical thinking and analyses, citizenship and moral values, and global perspectives for all, especially for women and diverse populations.

Qualifications

Extensive executive leadership experiences in progressively challenging settings with 30+ years of professional work in higher education. Experiences in a variety of settings including small specialized, focused universities, large major research universities (both public and private) as well as regional comprehensive institutions, state systems of higher education, and national higher education agencies all geared towards the improvement of postsecondary education. Strong academic leadership in addition to an extensive scholarly record. Summary of my professional experiences and accomplishments include:

Achievements and Highlighted Outcomes (pages 1-5)

Successful Executive Leader with Proven Outcomes and Accomplishments at Rocky Vista University (RVU)

- Number one in the nation on licensure board pass rate (99.6%)
- All graduates have 100% Residency Placements
- Increased diversity of underrepresented students by 200% while maintaining high academic standards
- Highly selective admission (with approximately 98% rejection rate); over 6,000 applications for ~150 class seat
- Regional accreditation achieved for university
- Regional accreditation approval for a campus 'additional location' in another state
- Preliminary accreditation approval obtained for a new Master's in Physician Assistant
- Proposal for Master's in Biomedical Sciences presented to Board of Trustees, July, 2015
- Focused Accreditation achieved from the American College of Surgeons for our Surgical Simulation Center (the first and only Osteopathic Medical School in the nation to achieve this specialized recognition; first medical school in the State to receive it as well)

- Designation as a Military Friendly campus
- Rated in the US News & World Report as a “best value” identified as the 10th Least Expensive Private Medical School in the nation
- Established partnerships for student rotations, internships, and collaborations with business and industries in region

Extensive Executive Leadership and Administration

- President of health sciences university with accredited medical school; led school to expand to additional campus, academic degrees, programs, and services as well as obtained regional accreditation
- Over 29 years of experience supervising higher education academic, administrative, and student affairs professionals at all levels of higher education across six universities, two statewide systems of higher education, and two higher education agencies; direct reports have ranged from small staff to rather large staff (with up to 30 or more)
- Chief Academic Officer for the State of Colorado directing the academic and student affairs administration for all 28 public colleges and universities (also included academic approval for four independent universities in certain programs and over 350+ for-profit institutions) with a statewide enrollment of just under 500,000 students
- Statewide Chair and Director of Academic Council consisting of Provosts/Chief Academic Officers and the Student Affairs Council which included Vice Presidents and Deans of Students
- Statewide Chair and Director of Articulation & Transfer Council consisting of Provosts, VPAAAs, Academic Deans, and Faculty members leading the development and negotiation of statewide articulation agreements and approval of transfer (undergraduate general education) courses
- Recognized as a proven leader when elected to lead a regional division (10 US states and 2 Canadian Provinces) of an international professional association with a 57 member board of directors consisting primarily of institutional Deans and Vice Presidents
- Successfully held campus-wide leadership roles requiring effective networking and collaboration on a range of issues, topics, and circumstances involving faculty, staff, and students which often resulted in policy and procedural changes
- Respected as a leader and acknowledged with an “Outstanding Leadership Award”
- Collaborated with faculty, chairs, and division leaders regarding the adoption of policies which resulted in improved effectiveness allowing for implementation of enrollment management strategies focused on increasing enrollments, completion of degrees, and higher student satisfaction
- Secured and led multi-million dollar grants, administered budgets, hired, and supervised professionals
- Fund raising experience for a new college building guided from a “friend-raising” perspective
- Staunch supporter of shared governance and collaborative environments
- Open leadership style welcoming feedback aimed at constructive improvements

Extensive Experiences with Large, Complex Organizations with Dynamic Systems

- CEO and leading a highly accomplished university with complicated curriculum and program offerings; leading an expansion of university to multiple locations and degrees
- Senior executive leader with statewide system of higher education with 15 community colleges, 13 public colleges and universities (including medical, dental, veterinary, and law schools), 3 area technical schools, over 100 private institutions (including a College of Law and College of Osteopathic Medicine), and over 370 private occupational schools with an enrollment of approximately 500,000 students
- Successfully led Academic and Student Affairs Division of State System of Higher Education
- Responsible for several national initiatives moving large, dynamic organizations and systems forward to successfully accomplish goals and objectives through extensive collaboration and persistence
- Accomplished consultant to legislators, presidents, provosts, and other key stakeholders
- Extensive experience and knowledge of university systems and campus-based organizational work as a key player and decision maker in a variety of institutional types

Talent Identification and Development

- Led campus in development of leadership program to cultivate advancement of faculty and staff
- Worked with divisions, chairs, and program directors to recruit and hire quality faculty and staff with specific attention to diversity and inclusion
- Coordinated faculty development system focusing on junior faculty and geared to long-term faculty retention
- Responsible for evaluating tenure track faculty and making decisions about merit increases
- Established support systems for adjunct, non-tenure-track faculty resulting in greater connections
- Established series of teaching/learning activities to support positive learning environments
- Provided staff development workshops and on-going support to empower staff to reach potential
- Focused on renewal and reward of human resource assets to support organization(s)
- Led faculty teams to redesign tenure and promotion criteria which resulted in new focus on the scholarship of teaching and engagement

Fiscal and Budgetary

- Responsible for entire financial enterprise and efficient/effective utilization of campus-wide resources; budget surplus each year and record revenue generation

- Excellent knowledge of various budgeting systems utilized in higher education, both practical and theoretical throughout career; also have taught budgeting and resource management
- Developed budgets, led staff to implement budget, and held accountable for resources
- Strategically allocated resources to lead innovations, vision, and priorities
- Managed resources within units that had accountability to larger budgetary systems
- Sought and secured external, grant funding to accomplish a variety of goals and projects
- Successfully monitored and supported others to optimize resources through collaborations

Keen Understanding and Appreciation for University Functions (e.g., Curriculum Planning, Innovations, Program Quality, and Assessment)

- Led campus to achieve university regional accreditation as well as specialized accreditation with high quality academic programs
- Led development of college-wide assessment program to identify student outcomes, satisfaction with programs and services, as well as measuring the developmental growth of students on a variety of key indicators
- Responsible for working with academic programs to seek accreditation (w/AOA, ALA; NASP; APA; Colorado State Department of Education; Met national standards of COCA, CAS, URTP, and CGE)
- Led college to establish a new end of course evaluation tool to transform learning environments from teacher-centered to learner-centered principles and established a series of teaching/learning activities to support positive learning environments
- Led faculty teams to develop an academic program review process that evaluated programs on a rotating basis focusing on improving quality of curriculum and educational experiences
- Collaborated with campus academic leaders to introduce new academic innovations and new programs requiring approval by the college, the university academic council, and the Board of Trustees
- Led process to identify statewide curricular academic areas and key undergraduate knowledge competencies required to have courses recognized as transferable among and between two and four institutions
- Encouraged integration of technology in the curriculum, supported program innovations necessary to update academic offerings, and assisted in seeking targeted funding for faculty innovations
- Implemented enrollment management tools to monitor academic progress and program completion
- Led efforts for college to support institution self study for regional accreditation with NCL/Higher Learning Commission and for campus-wide process for NCAA Division I certification

Expertise in Relationship Building, Postsecondary Public Policy, and Strategic Planning

- Led efforts to garner resources and support for institutional programs and projects while utilizing a “friend-raising” relationship model
- Highly skilled state and federal government relations expert
- Effective advocacy for institutions of higher education, extensive policy making experience, and keen awareness of state systems and institutional roles within those systems
- Extensive experience testifying to state legislatures on a variety of higher education issues
- National consultant for institutions and systems of higher education with the National Center for Higher Education Management Systems (NCHEMS)
- Range of strategic planning projects varied with academic and mission identification foci
- Skilled at leading planning efforts across campus with outcomes that changed institutional practices
- Proven results in managing change in institutions of higher education

Support and Value Student-Centered Experiences

- Strategic decision making supporting student success and institutional outcomes
- Led statewide federally funded grant to provide postsecondary participation which allowed access, opportunity, and affordability
- Demonstrated expertise in student assessment
- Proven success in building awareness and attention to student academic and co-curricular experiences
- Staunch supporter of student learning and development

Scholar and Tenured Faculty Member

- Recognized as an outstanding faculty member by my own students, my college, and by one of my national professional associations
- Accomplished faculty member with extensive teaching and research while simultaneously holding progressively responsible academic administrative roles
- Tenured full professor at a doctoral university (with high research classification)

Condensed Vita

CHERYL D. LOVELL, Ph.D.

Education

Ph.D. Florida State University
Major: Higher Education
Dissertation: Faculty Grievances: A Longitudinal Study of Conflict Issues in the State University System of Florida

M.Ed. University of West Georgia
Major: Guidance and Counseling for Higher Education
Cognate: College Student Development

B.A. University of West Georgia
Major: Political Science, Pre-Law
Minor: Criminal Justice

Professional Experience

Administration/Leadership in Academic and Postsecondary Public Policy Appointments

December, 2012 – Present - President and Chief Executive Officer – Rocky Vista University (Parker, Colorado)

As President, report to the Board of Trustees: provide leadership in strategic planning, assessment, and institutional improvement, growth and stability; ensure that the administration of the University is consistent with its mission, directives of the Board of Trustees, and Bylaws and agreements, and foster a collegial and collaborative work environment that respects established responsibilities within the University and community.

Key duties include:

- Serve as Chief Executive Officer of the University, implementing the policies and directives determined by the Board of Trustees and communicated through its Chair, to ensure and promote quality and integrity in all University programs and services, in keeping with the University's mission;
- Exercise collaborative leadership and work to establish a collegial environment; propose and implement university-wide policies and procedures; and offer oversight and direction in all functional areas to ensure institutional effectiveness and efficiency;
- Manage and monitor operating and capital budgets to ensure adherence to sound fiscal practices consistent with fiduciary responsibilities applicable to graduate institutions of higher learning, and comply with applicable federal and accreditation requirements related to financial responsibility;
- Maintain a dashboard of Key Performance Indicators (KPI) for the Board of Trustees;
- Demonstrate outcomes based on KPI developed by the Board of Trustees;
- Develop with the Board of Trustees a long-range business and finance plan that can be effectively integrated into the University Strategic Plan;
- Communicate with the Board of Trustees through its Executive Committee;
- Develop and present to the Board of Trustees annual adjustments and updates to the University's Strategic Long Range Plan;
- Serve as chair of the University's Executive Leadership Committee, which includes the Dean of the College of Osteopathic Medicine (RVUCOM), Chief Operating Officer, CFO, and Vice President and General Counsel;
- Annually review and assess the mission, vision and values of the University and College of Osteopathic Medicine, and subsequently presents to the Board of Trustees proposals for change;
- Develop with the Board of Trustees an infrastructure that allows the University to grow by adding colleges, campuses, and programs through expansions, mergers, and acquisitions, including the expansion and refinement of the mission of the University consistent with accreditation requirements;
- Present and conduct herself in the social, political, community, public, government, educational, and regulatory spheres with the decorum expected of a university president, and commit to building partnerships at all levels to strengthen Rocky Vista University's role and reputation within the community; and
- Perform other duties and responsibilities as assigned by the Board of Trustees.

[PLEASE SEE Page 12: University of Denver – 2011 - 2012]

**February, 2010 – July, 2011 – Chief Academic Officer, State of Colorado,
Colorado Department of Higher Education**

[PLEASE NOTE: Position was eliminated when new Governor (2011) appointed new Executive Director of the Department of Higher Education; returned to the University of Denver (see Academic Appointments, page 12).]

As the Chief Academic Officer was responsible for providing vision and leadership for developing and implementing strategies to accomplish the initiatives of the Governor and the Commission on Higher Education (CCHE) for the State of Colorado. Served as the Academic and Student Affairs Chief Officer with supervision responsibilities for 18 direct reports with staff in academic affairs, student affairs, access and opportunity, research, technology, and student data/information system. Increasing college and university enrollment and student success, improving the productivity of colleges and universities, and strengthening performance of higher education were three major responsibility areas. The work of the Department is guided by SB08-212, The Preschool to Postsecondary Education Alignment Act “Colorado Achievement Plan for Kids (CAP4K).” The higher education system in Colorado includes 15 community colleges, 13 public colleges and universities (including medical, dental, veterinary, and law schools), 3 areas technical schools, over 100 private institutions (including a College of Law and College of Osteopathic Medicine), and over 370 private occupational schools with an enrollment of approximately 500,000 students.

Key duties included:

- Working with the academic and student affairs leadership of Colorado colleges and universities as well as representatives from other higher education constituencies, to formulate policies that promote access, accountability, and quality in Colorado higher education;
- Developing policy initiatives on key issues of interest and concern, such as academic planning, transfer of credit, higher education access, teacher education, admission standards, minority participation and achievement, school-college partnerships, and pre-collegiate academic preparation;

- Leading department collaborations on aligning the P-20 “system” of education in the State, close interaction with P-12 agency staff, and serving as the lead to implement legislation regarding P-20 initiatives in the state including CAP4K;
- Leading and overseeing the approval of new academic programs, teacher preparation program authorization and reauthorization, approval of educator effectiveness programs;
- Leading the Commission and staff in strategic and progressive planning, implementing goals and objectives for staff, supervising, and evaluating staff performance and operations;
- Coordinating system-wide planning and policy-making activities with state agencies, legislators, and other industry leaders, representatives from the business community, and other local and national organizations;
- Overseeing the drafting, design, coordination, and publication of the CCHE Master Plan and other academic data briefs and financial data analyses;
- Developing, implementing, and monitoring all academic accountability indicators, rubrics, and systems of accountability to ensure institutional accomplishment of state goals;
- Leading the Technology, Information/Data System, and Research staff efforts of the CCHE;
- Leading the Private Higher Education Authorization Act and approving private independent and for-profit institutions of higher education to operate in Colorado;
- Directing the Colorado College Access Challenge Grant focused on increasing access and successful completion of underserved students; and
- Assuring compliance with and administration of CCHE policy and state statutes relating to academic and student affairs matters.

June, 2009 to November, 2009 – Special Advisor to Senator and Chair, Colorado Long Term Fiscal Stability Commission (Interim Committee, Senate/House Legislative Committee) to explore fiscal options for the State of Colorado. Report resulted in SB10-03, Tuition Flexibility for Institutions of Higher Education. [Project conducted while on sabbatical from the University of Denver.]

September, 2001 to September, 2009 – Associate Dean, Morgridge College of Education (MCE), University of Denver

As the chief academic officer was responsible for overseeing all academic administration and ensuring effective and efficient academic programs and

services. Responsible for academic quality across entire College including all programs offered on/off campus and for all delivery modalities. Coordinated all activities and responsibilities with the academic Program Chairs and Directors, faculty, and staff. Direct responsibilities for budget decisions affecting the academic aspects of the college, as well as for faculty development, curriculum, program development, and strategic planning; also had responsibility with faculty for all teaching/learning initiatives; conducted faculty annual reviews and revised annual faculty evaluation/performance reviews; responsible for faculty progress towards tenure/promotion; responsible for all student academic matriculation, progress, quality, and completion issues; led efforts to internationalize curriculum and increase international scholars; responsible for keeping all programs in compliance with state and national accrediting requirements. Also served as Interim Dean.

January, 2005 – June, 2005 – Provost’s Office, Senior Consultant, University of Denver

Provided consulting work to the Provost during sabbatical. Projects included an analysis of the Provost’s functions, organization, and structure. Major recommendations were provided after an external/internal analysis of how to reorganize to improve academic decision-making. Reports resulted in modifying institutional research functions and academic planning efforts to support the campus academic units.

September, 1999 to September, 2001 – Assistant Dean, College of Education, University of Denver

Responsible for academic administration of program scheduling, faculty course loads, and course offerings; had responsibility for the overall direction of the college enrollment management program; had responsibility for the direction, design, and implementation of the college Assessment Program; participated in the budgetary decisions; and, represented the college in the absence of the Dean. All duties performed in collaboration with the Dean, academic program heads, and staff. This position was restructured into the Associate Dean role in 2001 (which was a new position).

1996-1997 and 2002-2004 – Department Program Director/Chair

Responsible for the administration of the Higher Education and Adult Studies Program. Coordinated all program administrative activities. Supervised staff Program Assistant. Responsible for course scheduling, hiring adjuncts, and student

recruiting and retention while providing support to faculty for program curricular offerings.

1995- 2001 - Coordinator of Master's Program in Higher Education

Responsible for the recruiting, matriculating, and advising of master's students in the Higher Education Program. Work with the Division of Campus Life to coordinate a practicum and internship experience within the Division of Student Services. Serve as course work advisor and thesis chair.

Director, SHEEO/SPRE Network, State Higher Education Executive Officers (SHEEO), 1995 [Under partial funding from NCHEMS]

Direct activities of national network that was created to meet the needs of the states in implementing new federal legislation. Responsible for representing all states on Capitol Hill on all legislative matters relating to higher education and the states. Was specifically integral in modifying laws and keeping the states informed on how to successfully implement the law – the State Postsecondary Review Entity (SPRE) Program. The Network was a national, membership-based organization that was funded with federal appropriations to the states. This position was eliminated when federal funding was rescinded by the US Congress and signed by President Clinton July 1995.

1990 to 1995 - Staff Associate for Research, National Center for Higher Education Management Systems (NCHEMS)

Primary responsibilities in three areas: served as team member and policy analyst on NCHEMS research and consulting projects across a range of substantive fields in higher education; developed and presented workshops and/or seminars on a variety of management issues including student recruitment/retention, student and staff diversity, and enrollment management concepts for administrators, faculty, and staff; and supervised staff colleagues. Responsible for projects covering a wide range of policy, research, and consulting, such as State/Federal Policy Issues; Enrollment Management/Student Retention/Recruitment Issues; Longitudinal Analysis of Student Enrollment Data; Faculty Issues; Administrative Salary Issues; Evaluation of Outcomes; and Needs Assessment for Campus Expansion (Development of Off-Campus Sites).

1987 to 1989 - Research Associate, Florida Board of Regents

Conducted research in areas of higher education-academic labor relations administration for the State University System of Florida, assisted with policy

development, legislative bill tracking, and analyses. Research areas included collective bargaining, faculty development, performance appraisal, tenure, faculty attrition, faculty conflict, organizational behavior, part-time and temporary employee trends, and grant writing. Collective bargaining activities included proposal preparation, contract revisions, and negotiation representation. Legislative responsibilities included the tracking of legislation introduced in the House of Representatives and the Senate for the State of Florida, and writing analyses of legislation as to the specific and general impact of the bill on the universities in the State University System.

1986 to 1987 - Assistant Contract Administrator, Florida State University, Office of the President

Assisted the Contract Administrator in representing the University President in level one faculty grievances. Prepared agenda for United Faculty of Florida consultation with the President; interviewed grievants, administrators, and union representatives regarding faculty grievances; utilized conflict resolution techniques; and assisted with writing final decisions for grievances.

Academic/Faculty Appointments

Higher Education Program, Morgridge College of Education, University of Denver

Professor, June 2006 to December 2012

Associate Professor (with Tenure), June 2000 to 2006

Assistant Professor, September, 1995 to June 2000

Coordinator Master's Program in Higher Education, September, 1995 to 2001

Responsible for teaching courses in higher education and adult studies (e.g., college student development, college student affairs administration, postsecondary public policy, educational policy analysis, and various related courses in higher education and adult studies). Serve as thesis and dissertation advisor to MA and PhD students. *A list of courses taught and dissertations chaired can be provided on request.*

Adjunct Assistant Professor, Higher Education Program, University of Denver, 1993-1995

Created and taught College Student Personnel Administration and Educational Policy Analysis; dissertation committee responsibilities and student advising.

Student Affairs/Campus Life Appointments

1984 to 1986 - Area Director/Coordinator of Family Life and Conferences, University of Arkansas, Division of Student Affairs

Supervised hall and apartment managers, provided staff development programs for staff, coordinated strategic planning in area, and served as administrative resource for Residence Life and Services. Responsible for conference housing including staff and facilities for a wide variety of workshops, professional development, legislative weekend, and conferences. Administrative responsibility for budget of approximately \$300,000 and developed all contractual service agreements. Supervised 35 employees who work together to develop strategic plans and programs for all service areas.

1982 to 1984 - Conference Coordinator, East Texas State University, Division of Student Affairs

Administered and supervised total operation of conference center including a budget of \$150,000 and 20 staff members; advertised and created a market for conference center; scheduled, planned programs, coordinated activities, and accounts receivable with university departments. Served as the Residence Hall Coordinator for upper class students who lived in the Conference Center. Also served as campus-wide Residence Hall Judicial Board Coordinator.

June, 1982 to August, 1982 - West Georgia College, Conference Supervisor.

Responsible for operations of four halls that housed summer conference participants.

September, 1981 to August, 1982 - West Georgia College, Assistant Head

Resident. Responsible for a residence hall housing 420 students and leading a staff of ten resident advisors in the development of a living/learning environment for undergraduate students residing on campus.

Academic Sponsored Research Activities – selected, complete list available in comprehensive vita

Lovell, C.D. (2010-2015). The Colorado College Access Challenge Grant. Funded

- by the US Department of Education to provide low income student support to attend postsecondary education. Provided access information, scholarships, loan forgiveness, and financial literacy for the State of Colorado. \$1.7 million each year and renewable for 5 years.
- Lovell, C.D. (2007). An Investigation of the Higher Education System in South Africa. Funded by the Office of Internationalization, University of Denver. May 2007.
- Lovell, C.D. & Michalec, P. (2004-2005). College of Education Assessment of Student Learning: What Creates Positive Learning Environments? Funded by the Center for Teaching and Learning, University of Denver. Study to identify and monitor learning environments and perceptions of students and faculty across the College of Education, 2004-2005.
- Amey, M., Lovell, C.D., & Dannels, M. (2004). A National Profile of Who's Preparing the Next Generation of Student Affairs Administrators. Funded by the National Association of Student Personnel Administrators' (NASPA) Foundation. Study to determine who the faculty are, what their backgrounds are, and what their expectations are for preparing tomorrow's campus administrators.
- Lovell, C. D. (2002). An Investigation of the Higher Education System in the People's Republic of China. Funded by the Office of Internationalization, University of Denver, November 2002. Study to determine the role and scope of China's Adult Universities.
- Lovell, C. D. (1996). Higher Education and Adult Studies International Curriculum Development and International Education Library. Funded by the Office of Internationalization, University of Denver, May 1996.
- Lovell, C. D. (1996). DU Higher Education Administration Internships in Costa Rica. Funded by the Social Science Foundation, University of Denver, March, 1996.
- Davis, J., Goodchild, L., & Lovell, C. D. (1995-1998). North American Consortium for Educational Restructuring (NACER). Funded by the Fund for the Improvement of Postsecondary Education (FIPSE). A tri-national consortium designed to improve the development of the next generation of educational leadership in Canada, Mexico, and the US.
- Lovell, C. D. (1995-1996). Balancing Quality and Access Project: Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs. Funded by the Fund for the Improvement of Postsecondary Education (FIPSE). Served as Senior Consultant to the Western Interstate Commission for Higher Education (WICHE).

Publications - selected, complete list available in comprehensive vita

Books/Handbooks/Monographs - selected

- Lovell, C.D. (under contract). The Making of Postsecondary Public Policy: Terms, Processes, and Actions. Under contract with Stylus Publishing.
- Lovell, C. D., Larson, T., Longanecker, and Dean, D. (Eds.). (2010). Public Policy and Higher Education: A Reader for the Association for the Study of Higher Education, Second Edition. Boston, MA: Pearson Publishing.
- Jones, D. & Lovell, C. D. (1998). Handbook on Human Resources: Recordkeeping and Analysis. Developed under contract with National Center for Education Statistics (NCES) (was submitted in 1994; under national review 1995 and 1996; revised summer 1996). [Authorship to NCES].
- Goodchild, L., Lovell, C. D., Hines, E., & Gill, J., (Eds.). (1997). Public Policy and Higher Education: A Reader for the Association for the Study of Higher Education. Old Tappan, NJ: Simon & Schuster.
- Lovell, C. D., & Sanchez-Soler, M. D. (1995). Higher Education Faculty in Mexico and the United States: Characteristics and Policy Issues. Boulder, CO: Western Interstate Commission for Higher Education (WICHE).
- Ewell, P., Lovell, C. D., & Jones, D. (1994). A Preliminary Study of the Feasibility and Utility for National Policy of Instructional "Good Practice" Indicators in Undergraduate Education. Published by and under contract for the National Center for Education Statistics (NCES). [Authorship to NCES].
- Lovell, C. D. (1991). Campus Planning for Successful Retention. Workbook for seminar offered three times annually. Boulder, CO: NCHEMS Management Services, Inc. (NMSI).

Book Chapters - selected

- Lovell, C.D. (2014). The Growth of Community Colleges in the West: Conditions and Public Policy Challenges. In, L. Goodchild, D. Jonsen, P. Limerick, & D. Longanecker (Eds.), Higher Education in the American West. Palgrave/MacMillian Publishers.
- Kosten, L. & Lovell, C. D. (2011). Academic Dean's Perspectives on the Effectiveness of Responsibility Center Management/Budgeting. In, C. Rylee (Ed.), Integrated resource and budget planning at colleges and universities (pp. 85-100). Ann Arbor, MI: Society for College University Planning.

- Lovell, C. D. (2006). Fifty years of growth: Community colleges in the West. Boulder, CO: WICHE (Western Interstate Commission for Higher Education).
- Lovell, C.D. & Trough, C. (2005). Community Colleges in a Global Society: Is There One Best Model? In, Pang Sun-Keung, Nicholas (Ed.). Globalization: Education Research, Change, and Reform. Published by the Hong Kong Educational Research Society.
- Lovell, C. D. & Trough, C. (2004). Statewide community college governance structures: Factors that influence and issues that test effectiveness. In, Smart, J. (Ed.). Higher Education: Handbook of Theory and Research, Volume XIX. Agathon Press.
- Lovell, C. D. (2003). Institutional Research in the US: The Role and Scope. In, Knyazev, (Ed.) Strategic management and institutional researches in higher education. Materials of the First International Conference, Moscow December 3-4, 2002). Kazan: FIZTEHPRESS). Published by the Ministry of Education for the Russian Federation.
- Lovell, C. D. (2000). Pressures and issues of postsecondary education: A state perspective. In J. Losco & B. Fife, (Eds.). Higher Education in Transition: The Challenges of the New Millennium. Westport, CT: Greenwood Press.

Refereed Articles - selected

- Lovell, C.D. & Lefly, D. (in progress). A State's Examination of K-12 Annual Statewide Assessment Results and the Link to Postsecondary Remediation Needs.
- Savi, K. & Lovell, C.D. (in progress). Part-time faculty: Best practices for maintaining a vital instructional asset.
- Vaccaro, A. & Lovell, C.D. (2010). Inspiration from home: Understanding family as key to Adult women's self-investment. Adult Education Quarterly. 60(2), 161-176.
- Lovell, C. D. (2007). Community colleges in the West: The expansion of this critical sector of postsecondary education. The Journal of Applied Research in the Community College, 15(1), 57-67.
- Jablonski, M. Bresciani, M., Lovell, C. D., & Shandley, T. (2006). Shaping student affairs leadership through global perspectives. The NASPA Journal, 43(1), 183-202.
- Hutchinson, S., & Lovell, C. D. (2005). A review of methodological characteristics of research published in key journals in higher education (The Journal of

- Higher Education, The Review of Higher Education, and Research in Higher Education: Implications for graduate research training). Research in Higher Education, 45(4), 383-403.
- Lovell, C. D., & Kosten, L. (2000). Skills, knowledge, and personal traits for success as a student affairs administrator: A meta-analysis of thirty years of research. The NASPA Journal, 37(4), 553-572.
- Lovell, C. D. (1999). Building capacity with independent institutions: Policy implications for the West. Journal of Planning and Changing, 30(1), 53-63.
- Hernandez, K., Hogan, S., Madden, C., & Lovell, C. D. (1999). A critical analysis of the literature relating to the impact of student involvement on student involvement and learning: More questions than answers? The NASPA Journal, 36(3), 184-197.
- Lovell, C. D. (1997). Ten lessons learned from State Postsecondary Review Entities: Policy implications for state and federal relationships. Journal of Planning and Changing, 28(4) 193-202.

Non-Refereed, Technical Research Papers

- Lovell, C.D. & Lefly, D. (2012). A State's Examination of K-12 Annual Statewide Assessment Results and the Link to Postsecondary Remediation Needs. Published by the The Colorado Department of Education.
- Lefly, D., Lovell, C.D., & O'Brien, J. (2011). Shining the Light on College Remediation in Colorado: The Predictive Utility of the ACT for Colorado and the Colorado Student Assessment Program (CSAP). Published by the Colorado Department of Education.
- Lovell, C.D. (2011). A Review of the Colorado Performance Contracts (i.e., Performance Funding System) in the Higher Education System: Analyses and Recommendations. Published by the Colorado Department of Higher Education.

Peer-Review Professional Presentations/Papers – selected, total number approximately 80+

- Lovell, C.D. & Lefly, D. (2012, November). One State, Two Educational Sectors, and One Database to Identify Remediation Needs in Postsecondary Education. Paper presented at the Annual Meeting of ASHE, Las Vegas, NV.
- Lovell, C. D. & Bresciani, M. (2009, March). The Importance of Assessing

- Graduate Academic Programs. Paper presented at the Annual Meeting of NASPA, Seattle, WA.
- Vaccaro, A., Austin, C., Arnold, K., & Lovell, C.D. (2008, March). Using the Power of Community Based Research. Paper presented at the Annual Meeting of NASPA, Boston, MA.
- Walbert, J. & Lovell, C.D. (2007, November). Learning from each other and from the nation's response to campus crises. Paper presented at the NASPA IV-West Annual Meeting, Little Rock, AR.
- Hyman, R., Lovell, C.D., & Stringer, J. (2007, March-April). The essential knowledge of the student affairs profession: What NASPA's voting delegates think. Paper presented at the Joint Meeting of NASPA and ACPA, Orlando, FL.
- Amey, M. Lovell, C.D., King, K., & Dannells, M. (2007, March-April). Student affairs faculty: A model of the engaged university and best practices. Paper presented at the Joint Meeting of NASPA and ACPA, Orlando, FL.
- Amey, M. Lovell, C.D., King, K., Li, K., & Dannells, M. (2007, March-April). Faculty realities and challenges: Perspectives of those who teach in CSP Programs. Paper presented at the Joint Meeting of NASPA and ACPA, Orlando, FL.
- McCuskey, B., Lovell, C. D., & Owen, L. (2006, March). The student affairs profession in China: Impressions from an exchange. Paper presented at the Annual Meeting of NASPA, Washington, DC.
- Lovell, C. D. & Savi, K. (2006, January). Part-time faculty: Best practices for maintaining a vital instructional asset for all institutions across the globe. Paper presented at the Annual International Conference on Education, Honolulu, HI.
- Lovell, C. D. (2005, November). Introduction to Postsecondary Public Policy. Presented at the Annual Meeting of the ASHE Conference, Philadelphia, PA.
- Amey, M., Lovell, C.D., Dannells, M., & Keinmiller, K. (2005). A national study of CSP Faculty: Building a profile, looking ahead. Presented at the Annual Meeting of NASPA, Tampa, FL.
- Brown, J. & Lovell, C.D. (2003, April). Ombuds Strategies in Complex Organizations. Presented at the Annual Meeting of the University and College Ombuds Association (UCOA), Denver, CO.
- Lovell, C.D., Latino, N., & Ferioli, D. (2003, March). Bridging the Gaps: What We Do and What Today's Students Need. Presented at the Annual NASPA National Conference, St. Louis, MO.

- Lovell, C. D. (2002, December). Governance Taxonomies for Community Colleges: Is There One Best Model? Presented at the Hong Kong Educational Research Association, Hong Kong.
- Lovell, C. D. (1999, February). Creating Purposeful Partnerships in Higher Education. Presented at the Sixth Annual Celebration of Student Affairs Conference, Boulder, CO.
- Terenzini, P., Larson, T., & Lovell, C. D. (1997, November). Linking Student Outcomes Information and Policy Making. Presented at the Annual ASHE Conference, Albuquerque, NM.
- Davis, J., & Lovell, C. D. (1996, November). Reengineering Teaching for 21st Century Learning. Presented at the Association for the Study of Higher Education (ASHE), Memphis, TN.
- Lovell, C. D., Gill, J., & Blanco, C. (1996, May). The Intersection of Faculty Policy Issues in the US and Mexico. Presented at the Association for Institutional Research Annual Conference, Albuquerque, NM.
- Layzell, D., Lovell, C. D., & Gill, J. (1994, November). Developing and Viewing Faculty as an Asset for Institutions and States. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference. Tucson, AZ. Cited in the ERIC Clearinghouse on Higher Education, RIEMAR95, ED375722.
- Lovell, C. D. (1994, November). Assessment Issues and Assessment Instruments. Presented at the Annual Assessment Forum at the Indiana University-Purdue University at Indianapolis.
- Jones, D., Lovell, C. D., & McGuinness, A. (1994, July). Designing State Policy for a New Higher Education Environment. National Conference of State Legislatures' Annual Meeting (NCSL), New Orleans, LA.
- Lovell, C. D. (1992, August). Framework for Designing Faculty Salary Comparisons: Considerations for Policies and Procedures. Presented at SCUP National Conference, Minneapolis, MN.
- Lovell, C. D., & Brinkman, P. (1991, July). Faculty Salaries: Challenges for the Next Decade. Presented at the Society for College and University Planning (SCUP) Annual Conference, Seattle, WA.
- Lovell, C. D., & Jones, D. (1991, March). Faculty Salaries: From Bidding Wars to Revolving Doors. Presented at the American Association of Higher Education (AAHE) Annual Conference, Washington, DC.
- Lovell, C. D. (1990, October). External Data Sources and Using Comparative Data for Peer Institutions. Presented at the 1990 Institutional Research Workshop, Kauai Community College, Kauai, Hawaii.

Invited Presentations/Speeches selected, complete list in comprehensive vita

- Lovell, C.D. (upcoming, June 2015). How to expand community assets to attract postsecondary institutions: Meeting the needs of the community. Presentation to the Erie Economic Development Council. Erie, CO.
- Lovell, C.D. (April 2015). Leadership and Success. American Council for Education (ACE) Women in Higher Education Forum, April, Arizona.
- Lovell, C.D. (2015). Effective Strategies for Accreditation. Higher Learning Commission (HLC) Annual Meeting, March, Illinois.
- Lovell, C.D. (2015). Presidential Leadership: How Student Affairs Prepares You for the Role. NASPA National Annual Conference, New Orleans, LA.
- Lovell, C.D. (2015). Public Policy and Higher Education. NASPA National Annual Conference, New Orleans, LA.
- Lovell, C.D. (2014). Glass Doors and Contextual Understandings for Successful Leadership. Statewide Women in Higher Education Conference. Keynote speaker. Denver, CO.
- Lovell, C.D. (2014). Federal Regulations and Impact to Universities: Gainful Employment Regulations. Colorado Statewide Conference on Adult and Experiential Learning. Denver, CO.
- Lovell, C.D. (2014). Roles and Responsibilities: Presidential Experiences. Higher Education Resource Services (HERS) National Conference. Denver, CO.
- Lovell, C.D. (2013). Leadership and Collaborations for Excellence. Colorado Community College System Statewide Conference. Denver, CO.
- Lovell, C.D. (2009). Inclusive Excellence: Balancing Academic Integrity (Rigor) and Learner-Centeredness. Colorado Mountain College, Spring Quarter Faculty Retreat, Glenwood Springs, CO.
- Lovell, C.D. (2008). Higher Education Professionals: Making a Difference in All We Do. Keynote address presented at Colorado State University, Fall Retreat, Pueblo, CO.
- Lovell, C.D. & Latino-Owens, N. (2004). Connecting Intergenerational Learners. Presented at the Fall Faculty Retreat of the Colorado Mountain College. Breckenridge, CO.
- Lovell, C.D. (2004). Higher Education Systems: Understanding Colorado's System. Presented at the Winter Meeting of CPAC. Boulder, CO.
- Lovell, C.D. (2003). Importance of Community and Shared Governance. Presented

- At University of Denver's Eight Annual Provost Conference. Denver, CO.
- Lovell, C.D., Sellers, L., & Latino, N. (2003). Diversifying Student Development Theory. Presented at the Annual University of Denver Diversity Summit, Denver, CO.
- Lovell, C.D. (2002). The Role and Scope of Institutional Research in the US. Presentation to the Ministry of Education, the Federation of Russia, Moscow.
- Lovell, C. D. (2002, January). Assessment Fundamentals. Invited Workshop for Colorado Student University's Division of Student Affairs, Fort Collins, CO.
- Lovell, C. D. (1997, May). Essential Elements of an Educated Person: Success for Life's Travels. Commencement Address at Colorado Mountain College, Leadville Campus, Graduation Ceremony.

Service – selected

University Service (University of Denver)

- Graduate Council, Member, Representing College of Education, 1999-2009
- Graduate Exceptions Committee, 2005-2007
- Academic Leadership Committee (Campus-wide Department Chair Training), 2003-2009
- Center for Multicultural Excellence, Coach and Mentor, 2004-2009
- Campus-wide Teaching/Learning Council, 2006-2009
- Campus-wide HR Training and Development Committee, 2002-2009
- University Planning Advisory Council, UPAC, member, 2001-2006
- UPAC Retreat Planning Committee, Spring 2005
- UPAC Academic Quality Task Force, Chair, 2003-2006
- UPAC Scholarship Task Force, Co-Chair, 2002-2003
- NCAA Certification Steering Committee, 2000-2002
- NCAA Certification Chair Equity Committee, 2000-2002
- NCA Community Committee, 1999-2001
- Member, Master's Public Policy Interdepartmental Oversight Committee, 1998-1999
- Center for Teaching and Learning, Board Member, 1997-99
- DU's Celebration of Student Affairs Professions, Planning Committee Member, 1995-98
- Mock Placement Conference, Team Leader, 1996

College of Education Service (University of Denver)

Associate Dean, College of Education, September 2001- 2010
Assistant Dean, College of Education, September 1999- September 2001
Dean's Council, 1996-1997; and 1999-2010
Appointments/Promotions/Tenure Committee, Member 1995-1997; 2002-2004
Enrollment Management and Communication Committee (EMCC), Chair, 1999-2003
Program, Planning, and Review Committee, (Curriculum Committee) 2002-2010
Learning/Teaching Committee, member 2005-2010
Assessment Committee, Chair, 1999-2002 (now under PPR)
Research and Scholarship Committee, 2002-2010
Created along with other COE faculty, Faculty/Student Research Forum, 1995-1996 and served as Co-Advisor, 1995-97

Departmental/Program Service (University of Denver)

Division Director and Program Head, Division of Higher Education, Public Policy, and Adult Studies, 1996-1997; 2002-2004
Administrative Coordinator of all M.A. programs (responsible for recruitment and retention; advisor to all Masters students), 1995-2008 (& to 2010)
Faculty Academic Advisor to all Masters students, 1995-2008 (& to 2010)
Faculty Academic Advisor to Ph.D. students, 1995-present
Faculty Advisor, Higher Education Student Association (HESA), 1995-2004
Created and developed Higher Education and Adult Studies Visitation Days, 1996
Supervise Assistant Coordinator of Student Development Program, 1995-2008
Created Quarterly Workshops for all Masters Students, 1996 (first workshop offered September, 1996 - Critical Analysis of Research Literature in Higher Education)

Professional Discipline Service – selected, complete list in comprehensive vita

Editorial and Review Service

Journal of College Student Retention: Research, Theory, & Practice. Journal Review Member, 1999-present. A refereed journal published by Baywood.

The College Student Affairs Journal, Technical Editor, 1996-1998. A refereed journal of the Southern Association for College Student Affairs (SACSA). Responsibilities included final review of manuscripts with quantitative methodologies.

NASPA Journal, Editorial Board Member, 1995-2001. A refereed journal of the National Association of Student Personnel Administrators (NASPA).

Grant/Proposal Reviewer Service

Fulbright Memorial Fund Teacher Program. 2004. Reviewed and selected participants for the 2004 Fulbright Program.

FIPSE Grant Reviewer, 1995-1996.

Professional Leadership Responsibilities – selected, complete list in comprehensive vita

National Association for Student Personnel Administrators (NASPA)

National Board of Directors, 1998-2000; 2000-2002; 2006-2008

Faculty Fellows, Invited Member, 2003-2006; 2006-2009

International Center for Student Success & Institutional Accountability
Advisory Board, Member, 2007-2009

National Hardee Dissertation of the Year Award, Chair of Committee, 2009-2011

NASPA IV-West Regional Board of Advisors, 2005-2009

NASPA IV-West Regional Vice President, Elect, 2005-2006

NASPA IV-West Regional Vice President, 2006-2008

NASPA IV-West Regional Vice President-Past, 2008-2009

National NASPA Conference in Denver, Local Arrangement Committee;
Pre-conference Selection Committee, 2002-2004

Chair, Public Policy Division, [I created this new division] 1998-2000;
2000-2002

Chair, Public Policy Advisory Committee, 1997

Future Skills National Taskforce, Committee Member 1996-1997

Publications Review Committee, Member, 1996

Editorial Board, NASPA Journal, 1995-2001

Member, Region IV West Advisory Board, 1993-94, 1995-96, and 1996-1998

Coordinator, Career Development and Professional Standards Division, Region IV West, 1996-1998

State Coordinator, Colorado for NASPA Region IV West, 1993-94 and 1995-96

Co-Chair, New Professionals Institute, 1992

American College Personnel Association (ACPA)

National Conference Program Proposal Reviewer, Commission XII, 1996

Member, Commission XII (Professional Preparation), 1995-present

Southern Association for College Student Affairs (SACSA)

Technical Editor, The College Student Affairs Journal, 1996-1998

Member, Journal Committee, 1992-1996

Editorial Board, The College Student Affairs Journal, 1992-1996

Association for the Study of Higher Education (ASHE)

Director, Graduate Student Public Policy Seminar, 2001- 2009

Public Policy Forum Preconference Member, 2000 - 2012

Board of Directors' Subcommittee, 1999-2000

Proposal Reviewer, 1990-91

US Department of Education National Professional Service – selected examples

National Center for Education Statistics (NCES). Selected to review the Second Edition of the Human Resources Handbook. Part of National Review Panel of Experts. 2004-present.

National Center for Education Statistics (NCES). National Postsecondary Education Cooperative (NPEC). Instructional Activity Working Group. Member of national working group charged with identifying data elements and analytical calculations useful for institution, state, and federal policy studies on faculty activities. Member, 2001- 2012.

National Center for Education Statistics (NCES). National Postsecondary Education Cooperative (NPEC). Access-Technology Working Group. Member of

national working group charged with identifying determining how technology will influence access to postsecondary education. Member, 1999-2008.

Honors and Awards – selected, complete list in comprehensive vita

Distinguished Alumnae of the Year, 2010, Florida State University, College of Education

Outstanding Contribution and Service to the Profession, 2010, University of Arkansas

Outstanding Service to Higher Education Students' Association (HESA) May 2004. Presented at the HESA Annual Awards Ceremony for nine years as the faculty advisor to HESA

Outstanding Faculty Leadership Award, 2003, Presented by students in our Higher Education Program

Outstanding Faculty Member of the Year Award, 1996, Presented by NASPA IV West

Most Outstanding Professor, College of Education 1995-1996, Presented by University of Denver's Graduate Student Association Council

Extensive International Experiences – Previously lived in Germany. Professional and personal opportunities in Spain, Portugal, Italy, France, Greece, Monaco, Switzerland, Austria, Slovakia, Hungary, Russia, Egypt, South Africa, China, Taiwan, Hong Kong, Singapore, India, Australia, New Zealand, Fiji, Colombia, Costa Rica, Dominican Republic, Puerto Rico, Cayman, B.V. Islands, Barbados, St. Kitts, Canada, and Mexico

International Expert on Higher Education – Fulbright Specialist Program – selected 2010 to serve on the specialist's roster until 2015.

Sample Community Involvement:

- A Precious Child, Board of Advisors, 501c3, organization dedicated to providing support to children and families in Colorado
- Florida State University, Board of Directors, Hardee Center, dedicated to supporting students to complete a degree in higher education
- Rotary Club – support Rotary Club work in Parker, CO and in Broomfield, CO

- American Heart Association's Go Red for Women – Executive Committee Denver
- Colorado Concern, 501c3, Business and Higher Education CEO Business Advocacy for Colorado
- Denver South Economic Development Partnership, 501c3 Business Advocacy
- Health Heroes – Community Health Charities
- Hope Ball – Cancer League of Colorado
- Support-A-Soldier Sponsor
- Girls Inc. of Metro Denver
- Project CURE
- Parker Adventist Hospital Board of Trustee speaker
- Parker Chamber of Commerce
- The Leukemia & Lymphoma Society of Colorado – Light the Night Walk
- Donor Dash 5k – Donor Alliance of Colorado