

ADMINISTRATIVE CURRICULUM VITAE

Martin L. Hatton
Dean of the School of Education

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ACADEMIC LEADERSHIP PROFILE

Academic strategist and organizational integrator with more than 30 years of higher education experience as a tenured Professor of Communication and administrator, including university-wide academic affairs leadership, academic program development, accreditation, institutional effectiveness, student success, and community partnerships. Currently serving as Dean for the School of Education at Mississippi University for Women since 2020, following ten years as Associate Vice President for Academic Affairs.

My leadership connects people, academic programs, data, and external needs through collaborative systems grounded in data-informed continuous improvement and focused on academic relevance. I develop people and partnerships, align programs with evolving student and regional needs, and use evidence to strengthen institutional outcomes. As universities navigate accelerating technological change, I believe academic leaders must integrate institutional strategy with the distinctly human capabilities of communication, critical thinking, collaboration, leadership, ethical judgment, and adaptability. My career at Mississippi University for Women has been defined by bringing people, programs, and institutional systems together—and by understanding how those connections can strengthen an institution's future.

LEADERSHIP AREAS

Academic Strategy & Relevance • Organizational Integration & Change Leadership • Academic Program Development & Innovation • Institutional Effectiveness & Accreditation • Data-Informed Decision Making & Continuous Improvement • Student Success & Enrollment Strategy • Faculty & Staff Development • External & Community Partnerships • Cross-Institutional & Statewide Collaboration

EDUCATION

- Ph.D., Mass Communication: The University of Alabama, Tuscaloosa, AL
(Fall 1997 – Spring 2001) GPA: 4.0/4.0: Theory, processes and effects concentration, cognate in rhetoric. Dissertation: *First-person and third-person effects as byproducts of self-verification*. Dissertation committee chair: Dr. Jennings Bryant.
- M.A., Communication Studies: The University of Alabama, Tuscaloosa, AL
(Fall 1990 – Spring 1992) GPA: 4.0/4.0: Focus in organizational development, leadership, and interpersonal dynamics.
- B.S., Broadcast Communication: Mississippi University for Women, Columbus, MS
(Spring 1986 – Fall 1988) GPA: 3.57/4.0; GPA in major: 3.94/4.0;

ADMINISTRATIVE POSITIONS HELD

Dean, School of Education (July 2020 – Present);

Division Head, Education & Outreach (July 2018 – June 2020)

In 2017–2018, the College of Education and Human Sciences underwent a significant restructuring. As a result, the academic units that would eventually form the new School of Education were temporarily organized as a Division within the College of Arts & Sciences from 2018 to 2020. During this transitional period, I served as the Division Head of Education and Outreach, concurrently fulfilling my duties as Associate Vice President for Academic Affairs (AVPAA). In anticipation of the formal establishment of the School, a search for its inaugural dean was initiated in spring 2020. I applied for the position and was honored to be selected, officially beginning my role as the founding Dean of the School of Education in July 2020.

The School of Education comprises the Department of Education, which offers two undergraduate degrees: the Bachelor of Science in Early Childhood Education (ECE) and the Bachelor of Science in Elementary Education. In addition to its undergraduate offerings, the Department provides four graduate programs: two Master of Arts in Teaching (MAT) degrees that serve as alternative pathways to initial licensure in elementary and secondary/K12 education; the Master of Education (M.Ed.) in Education, with a focus on curriculum and instruction; and the M.Ed. in Multiple Exceptionalities.

As Dean, I oversee the Assistant to the Dean & Data Analyst, the School of Education's Student Success Navigator, and the Chair of the Department of Education. I also supervise the Directors of the campus laboratory preschool—the Child and Parent Development Center—and the Center for Education Support, a department I established to oversee non-credit instruction, cultivate community partnerships that enhance academic programming, and facilitate experiential learning opportunities and additional support services for students.

I've worked with the School of Education's faculty and professional staff on the following (and additional) processes:

- **Enrollment and Completion:** Enrollment across all education academic programs increased by 27.5% from Fall 2018 to Fall 2019. Strategic initiatives—including revised recruitment efforts and student coding changes to improve tracking—contributed to an additional 25.27% increase in enrollment from Fall 2019 to Fall 2020. During this period, the Master of Arts in Teaching (MAT) Secondary Education program experienced a 31% increase in enrollment. Degree completion also improved substantially, with a 70% increase in degrees awarded between 2017 and 2022. Since 2020, enrollment and graduation rates have remained relatively stable, reflecting the effectiveness of enhanced student support and retention efforts, as well as the impact of new program development initiatives, with exception for the most recent Fall 2025 to Fall 2026 increase in enrollment of 19.25% due to our developments in the Assistant Teacher Apprenticeship program..
- **Marketing, Recruitment & Retention:** Revised all marketing, recruitment, and retention (MRR) processes to align with the School of Education's mission, Mississippi Department of Education (MDE) expectations, and program-specific accreditation as part of the first Quality Assurance System (QAS). Developed data-driven recruitment goals and implemented a mix of online and in-person engagement strategies that have included building partnerships with area P-12 schools to support degree completion and initial licensure plans for teacher assistants, and with community

colleges to establish program pathways featuring a co-advising model called Anchor Points. To enhance flexibility, introduced multi-modal “Hyflex” courses, allowing students to choose between in-person, synchronous online, and asynchronous online instruction—particularly benefiting students at distance through community college partnerships. Additionally, strengthened student support with semester-by-semester orientations and extended MAT assistance through W-BEST, an induction-based mentorship program.

- Faculty, Staff, and Partnership Engagement: Collaborated with the Department Chair and Provost to update faculty and staff positions and expand professional development opportunities aligned with the School’s mission and goals. Strengthened student pathways by hiring faculty to support partnerships, including one position dedicated to instruction, partnership-building, and recruitment—primarily with Copiah-Lincoln Community College—and another as an early childhood faculty member with half-time responsibilities as Director of the Child and Parent Development Center (CPDC), overseeing a full-time Center Manager and CPDC staff. Additionally, established three new advisory groups—the Student Advisory Board, then Clinical Partnership Committee and the School of Education Advisory Board—to enhance collaboration, improve student instructional effectiveness, and support mutually beneficial initiatives.
- Expanded Educational Impact in Mississippi: Since 2020, the School of Education has steadily increased its impact across Mississippi, as reflected in 2024 metrics.
 - 86% of graduates have remained in Mississippi, with over 70% choosing to teach in rural schools.
 - 93%-96% of students, consistently, are transfer students from Mississippi’s Community Colleges, which play a vital role in developing local talent.
 - While the state’s average three-year teacher retention rate is approximately 50%, the 2024 Mississippi Impact Report Card shows that the School’s retention rate is 77.78% for undergraduate education majors and 100% for graduates of the Master of Arts in Teaching (MAT) Secondary Education alternate route program.
- Program Development, Assessment, and Accountability: Established a tracker system aligned with reporting calendars and program processes to enhance assessment and accountability. As part of program-specific accreditation, developed and revised assessment systems within the School’s Quality Assurance System (QAS), restructuring faculty and staff roles and committees to support this framework. These improvements were implemented over two state-level (MDE) and two CAEP (Council for the Accreditation of Educator Preparation) assessment cycles, covering both the EPP’s (Educator Preparation Provider’s) teacher education programs in the School of Education and secondary/K-12 programs in the College of Arts and Sciences. In curriculum development, introduced the Bachelor of Science in Early Childhood Development (ECD), a unique program that allowed students with an Associate of Applied Science in Early Childhood Education to transition into a four-year pathway via validation credit for demonstrated competencies. This fully online program aligned with community college partner needs and expanded undergraduate education pathways. For 2025-2026, initiatives included revising the ECD program into an Early Childhood Education (Pre-K–K) licensure track, aligning with CAEP and NAEYC (National Association for the Education of Young Children) standards; developing a new M.Ed. in Multiple Exceptionalities, integrating Gifted Studies and Special Education (SPED) add-on endorsements; and implementing an MAT in Elementary Education, providing an MDE-approved alternate pathway for college graduates to earn licensure as elementary educators.
- Led overhaul of the institution’s EPP structure to include extensive revision of most secondary education/K12 teacher education preparation programming formerly under the College of Arts and Sciences (Spring 2026).

- Led substantive refocus of teacher education MRR efforts to capitalize on community college partnerships and the EPP's strength in supporting assistant teachers, including establishing a new assistant teacher apprenticeship model designed to provide candidates with practical paid internships and partnership schools with full-time employees in a grow-your-own model for developing and supporting new teachers.
- Strategic Planning and Program Development: Using the revised MRR as its foundation, the School of Education developed a new three-year strategic plan that included a comprehensive revision of the undergraduate Elementary Education degree program. From 2020 to 2026, ongoing review and refinement of data-driven continuous improvement processes, the establishment of advisory groups and strategic partnerships, revisions to the structure and function of offices and personnel within the School of Education, and a thorough assessment of student and regional school needs informed the development of a highly focused and responsive strategic planning process. This work culminated in the School's current three-year strategy, which aligns institutional priorities with the needs of candidates, partner schools, and the broader educational community.

Interim Dean, College of Education and Human Sciences, EDHS (July 2015 – July 2017)

I served as Interim Dean of the college while maintaining all Associate VPAA responsibilities. As Interim Dean, I was responsible for a college with four departments that included three academic departments and one preschool (the CPDC) comprised of more than 35 full-time and part-time faculty and professional staff and a combined annual budget of approximately \$2.5 million. I worked with the college's faculty and professional staff on the following processes:

- Increased enrollment from Fall 2015 to Fall 2016 by 10%;
- Increased degree completion significantly from AY 2016 to AY 2017 by 24%;
- Produced 5 of the top 10 bachelor's degrees and 3 of the top graduate degrees in AY 2016;
- Standardized college routine processes to reduce error and increase efficiencies;
- Lead increased information sharing and planning across the college's departments;
- Revised marketing materials and recruitment efforts according to best practices;
- Worked directly with college navigator, college faculty, and CTL director to identify student support needs and to implement targeted faculty and professional staff advising training needs;
- Worked directly with faculty to submit the Bachelor of Applied Science in Public Health Education (BAS-PHE) and developed with faculty a proposal for BAS in early childhood options;
- Worked with the staff of the Child and Parent Development Center (CPDC) and multiple university offices to revise the center's operations and staff organization.

Associate Vice President for Academic Affairs (June 2010 – July 2020)

I served in support of and as a liaison for the Provost and the Office of Academic Affairs with direct oversight of various functions designed to support the integrity of academic programming. Areas under the AVPAA's administration included the following (I continued to serve as Director of Graduate Studies while serving as the Dean of SOE until the fall of 2024):

- Continue to serve as a member of Academic Council and Administrative Council (2010-present) and Deans' Council (2015-present);

- Served as a member of the Undergraduate Curriculum Council (2010-2020), Deans' Council, and the Behavioral Intervention Team (2015-2020);
- Served as Director of Graduate Studies, providing oversight of graduate admissions and records, monitored graduate processes, and served as chair of Graduate Council (2010-2024);
- Managed efforts to maintain active dual-credit program partnerships (2010-2020);
- As textbook coordinator, served as liaison with the Mississippi Institutions of Higher Learning (IHL) to assure institutional compliance with IHL policies regarding textbook adoption practices (2010-2020);
- Served on the MUW SACSCOC 5th Year Committee and Reaffirmation Committee as a member of Deans' Council (2018-2024);
- Led the development and implementation of the Academic Affairs Office's W Leadership Academy (2018-2019) and participation as a member of the Leadership Academy's leadership team (2019-2020);
- Supervised the Office of the Registrar from 2014-2018, worked with staff to revise operations and staff organization including creation of the Student Records Specialist position, led increased automation of processes, and served as the Registrar during FY15;
- Served as a member of the President's Cabinet, Enrollment Management Council, the Crisis Action Team (CAT), and the Hazardous Mitigation Team (2013-2018);
- Have been directly involved with student learning outcomes (SLO) and curricular development and assessment processes that included leading the adoption of AAC&U LEAP VALUE general education assessment rubrics and incorporation of these rubrics in the SLO assessment process, have worked closely with campus leadership in the systematic review and revision of campus online learning practices, have worked directly with international student advising, have worked directly with first-year processes and oversaw UN 101 courses from 2010-2014, have led faculty orientations and faculty promotion and tenure workshops (2010-2018);
- Served as the institution's regional accreditation liaison to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) from 2010–2014, collaborating with campus leadership on accreditation and compliance processes, including leadership of Mississippi University for Women's initial Quality Enhancement Plan (QEP) development and institution-wide coordination of comprehensive compliance certification activities conducted between submission of the Fifth-Year Interim Report and reaffirmation of accreditation in December 2014;
- Served as chair of the Planning & Institutional Effectiveness (PIE) Council from 2010–2014, overseeing institutional assessment and effectiveness processes and collaborating with campus leadership to revise and strengthen institutional effectiveness planning, assessment, and continuous improvement practices;
- Served as Mississippi University for Women's inaugural Diversity Officer and institutional diversity liaison to the state's constitutional governing board, the Mississippi Institutions of Higher Learning (IHL); collaborated regularly with IHL staff and peer diversity officers to support the development of institutional diversity plans and coordinated the reporting of institutional diversity data from 2010–2013;
- Supervised the former Office of Institutional Research (now the Office of Institutional Research and Assessment) from 2010-2013;
- Supervised the former Center for Academic Excellence (now the Student Success Center) from 2010–2013; proposed and led the Center's restructuring through the establishment of four "Navigators"—advising and retention professionals embedded within each college to promote advising best practices, strengthen student persistence, and support successful transitions between colleges when aligned with students' academic interests and goals.

**Department of Communication Chair (2005-2010);
Program Coordinator (2001-2005)**

Reported to the Dean of the College of Arts & Sciences (2005-2010) and Head of the Division of Business and Communication (2001-2005), maintained a 3/3 teaching load, and led curricular and program development and assessment. Areas under administration included:

- As chair led searches, development, supervision, evaluation and initiation of personnel action procedures for the department's faculty and administrative assistant;
- Led two curricular revisions that resulted in the development of a blended media convergence degree in communication which the department implemented in the 2009-2010 academic year;
- As chair managed three budgets totaling more than \$350,000, two of which were dedicated to academic student labs, *The Spectator* (consistent award-winning student online and print news service) and WMUW (88.5FM and internet radio service);
- Led process to have WMUW brought back into FCC compliance, station antenna rebuilt, and station returned to live student broadcasting on-air;
- Led outreach efforts that included establishing the online format for the Ray A. Furr High School Journalism Workshop, an external advisory board for curriculum review and student professional development opportunities, and represented the department at university and off-campus events.

Academic Instructional Position and Courses Taught

I am a tenured Professor of Communication with more than 30 years teaching the following courses:

- COM 101 - Oral Communication (taught over 100 sections, supervised all sections 2000-2010, and developed the initial online format for this course);
- COM 102 - Introduction to Mass Communication;
- COM 201 - Relational Communication (created course in 1994);
- COM 320 - Mass Communication and Society;
- COM 454 - Problems in Communication (created and taught Mass Communication, Media Effects & Media Literacy sections);
- COM 460 - Internship;
- COM 465 - Communication Senior Seminar (co-developed course);
- COM 499 - Special Topics in Communication (Mass Communication Theory);
- HO 303 - Special Topics Seminar (created & taught two Honors sections of Media Effects);
- UN 101 - Introduction to College Life.

PROFESSIONAL DEVELOPMENT, PROFESSIONAL SERVICE & UNIVERSITY SERVICE

Professional Development & External Service Related to Administrative Roles (2010 – Present)

- Attended CAEP-Council for the Accreditation of Educator Preparation workshop (September 25-26) and participated in related CAEP site reviewer training (fall 2025).
- Attended the 2014 Noel-Levitz National Conference on Student Marketing, Recruitment, and Retention in Chicago, IL (July 8-10, 2014). Attended primarily to focus on best practices in graduate program organization for improvements in student admission and retention processes.
- Attended the American Association of State Colleges and Universities (AASCU) Leadership

Summit: “Designing Learning Environments for the 21st Century” in Orlando, FL (June 21-22, 2012). AASCU charged each team to address a significant issue to implement at our institutions. I proposed to our group attending that we consider a redesign of the Center for Academic Excellence (CAE). The concept of a guiding undergraduate student “Navigator” was introduced by members of our group, and I developed a proposal to redesign the CAE with 4 navigators, one to be embedded in each of the institution’s 4 colleges, and all of whom would also serve as staff of the CAE. Navigators would become advising support specialists vertically within each college and would work as a team horizontally to help students transition between college programs when appropriate. This model was adopted and became the foundation of the CAE’s redesign into the current Student Success Center.

- Completed both IS-00100.HE “Introduction to the Incident Command Systems ICS-100 for Higher Education” and IS-00700.a “National Incident Management System (NIMS): An Introduction” training via the FEMA Emergency Management Institute (August 2011).
- SACSCOC-Related Service and Professional Development:
 - Served as a SACSCOC off-site reaffirmation team member – (November 7-8, 2024, with multiple meetings prior throughout the fall of 2024, for three institutions).
 - Served as a SACSCOC on-site substantive change (level change) team member (November 12-14, 2018).
 - Served as a SACSCOC on-site reaffirmation team member (April 9-12, 2018).
 - Served as a SACSCOC on-site reaffirmation team member (March 27-31, 2016).
 - Attended 2014 SACSCOC Annual Meeting, Nashville, TN (December 6-9, 2014).
 - Attended 2014 Institute on Quality Enhancement and Accreditation, New Orleans, LA (July 20-23, 2014). Invited by SACSCOC to participate in the preconference workshop, “Evaluating the Acceptability and Quality of a QEP” to train as a Quality Enhancement Program (QEP) evaluator.
 - Attended 2013 SACSCOC Annual Meeting, Atlanta, GA (December 7-10, 2013).
 - Attended 2013 Institute on Quality Enhancement and Accreditation, Daytona Beach, FL (July 21-24, 2013).
 - Attended 2012 SACSCOC Annual Meeting, Dallas, TX (December 8-11, 2012), including preconference workshops, “Navigating a SACS Accreditation Review: A Model for Crafting a Successful Compliance Certification Report,” and “Legal Landmines: How to Avoid Million-Dollar Mistakes in Distance Education.”
 - Attended 2012 Institute on Quality Enhancement and Accreditation, Atlanta, GA (July 29-August 1, 2012).
 - Attended MUW SACSCOC Reaffirmation Leadership Orientation Team Meeting, Atlanta, GA (June 4, 2012).
 - Attended 2011 SACSCOC Annual Meeting, Orlando, FL (December 3-6, 2011), including the preconference workshop, “Planning to Improve First-Year and Transfer Student Success and Retention.”
 - Attended 2011 Institute on Quality Enhancement and Accreditation, Fort Worth, TX (July 17-20, 2011).
 - Attended 2010 SACSCOC Annual Meeting, Louisville, KY (December 4-7, 2010), including the preconference workshop: “Assessing Student Learning.”

University Experience & Professional Development Prior to AVPAA Position (1992-2010)

- Selected as one of two “Leadership Fellows” by the Provost/Vice President for Academic Affairs, my task being the revision of faculty evaluation processes for the university (2009).
- Appointed by the Provost/Vice President for Academic Affairs to participate in year-long training program, Higher Education Leadership Program (HELP), which addressed trends in higher education including state and federal funding, changes in student demographics and enrollment both nationally and internationally, and changes in faculty, leadership dynamics, & conflict resolution (2008).
- Served on many university-level planning & approval committees prior to service as AVPAA:
 - Served on the Enrollment Management/Marketing Taskforce (2009-2010);
 - Served on the Planning and Institutional Effectiveness (PIE) Council and co-presented the revised program-based assessment process with the previous AVPAA (2008-2010);
 - Served on the Assessment Committee (2008-2010);
 - Served on a “Naming Committee” that worked on proposals in reconsideration of the university’s name (2008-2009);
 - Chaired the Student Recruitment Marketing Committee (2007-2008);
 - Served on the Academic Master Plan Steering Committee and co-wrote the “Faculty” section of that document (2004-2005);
 - Chaired taskforce on Promotion and Tenure Policies and Procedures (2003-2004);
 - Served on Faculty Senate (2001-2004);
 - Served on MUW’s reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on the Educational Program/Faculty Committee (2001-2002);
 - Served on the Institutional Review Board (1998-2003).
- Served on many university-level searches and chaired a successful search for Provost and Vice President for Academic Affairs (2003-2004).
- Gordy Honors College: My service with honors has included committee-level work in program design & course development, rubric development for research presentation assessment and student research critique, teaching honors courses, directing student research committees, and taking students to regional conference to present original research (1994-2010).
- Faculty Advising Corps (FAC): I served for the duration of the original program (1994-2007). FAC members were selected as university-level advising mentors for all academic programs, assisted with retention-based student assessment, and were the initial instructors of the university’s Introduction to College Life course, UN101.
- Conducted several university-level workshops including recruiter training, team-led “Advanced Connections” university-based customer service training, promotion & tenure portfolio guidelines, and staff training sessions in basic organizational communication skills.

PRESENTATIONS, PUBLICATIONS & DISCIPLINE-SPECIFIC EXPERIENCE

Selected Presentations

- Hatton, M. (2019). *Presentation and Interviewing Basics*. Invited to present before the Lowndes County Career Technical Center’s Robotics Engineering program, Blocks I-III (November 6).
- Hatton, M. (2019). *Communication strategies for organizational development*. Presented before the W Leadership Academy during the opening session, September 27, 2019.

- Hatton M. (2019). *Two sides of the same coin: Balancing Leadership with Management*. Presented before the Mississippi Gulf Coast Community College 2019 Student Leadership Conference at the Jefferson Davis Campus, September 20, 2019.
- Hatton, M. (2019). *Presentation Basics*. Presented before the Lowndes County Career Technical Center's Teacher Academy as a part of the Division of Education and Outreach's W-Days programming in collaboration with the CTC Teacher Academy (April 17 Blocks I-II & April 24 Block III).
- Hatton, M. (2016). Invited to present as a member of the panel, "Academic Programs and Title IX: Communication, Conscience, and Regulation" at the 2016 Southern States Communication Association's 86th Annual Convention, Austin, TX.
- Hatton, M. (2015). Invited to present as a member of the panel, "The Art of Crafting a Vision of the Future via Television Fiction" at the 2015 Southern States Communication Association's 85th Annual Convention, Tampa, FL.
- Hatton, M. (2011). Presented as a member of the panel, "Enhancing Diversity in Higher Education: A Conversation with the Provosts." Invited to present as a panelist with IHL academic leaders before the inaugural Mississippi State University Diversity Conference, Starkville, MS, due to my IHL faculty development subcommittee participation in the implementation of the IHL diversity initiative, February 16, 2011.
- Hatton, M. (2010). *Applying mental models and placement as conceptual foundations of a mass communication and society course*. Paper presented as an invited panelist before the 2010 Mississippi Communication Association's Annual Convention, Ridgeland, MS.
- Roberts, V. T., & Hatton, M. (2009). *Finding social capital in Alias: Smith and Jones*. Presented as a part of the panel, "Social Capital across Mass Media Contexts" at the 2009 Southern States Communication Association's 79th Annual Convention, Norfolk, VA.
- Hatton, M. (2009). Invited to present as a member of the panel, "Distance Learning in JMC: What's been tried, what's been learned, and what's ahead" at the 2009 Association for Education in Journalism & Mass Communication (AEJMC) Southeast Colloquium, The University of Mississippi.
- Hollis, J., & Hatton, M. (2007). *Examine your world: The convergence program at MUW*. Project presented with former student for "Learning through Producing: A Mass Communication Production Showcase" at the 2007 Southern States Communication Association's 77th Annual Convention, Louisville, KY.
- Hatton, M., & Smith, B. (2007). *Assessment in the age of convergence*. Presented as a part of the panel "Assessment Tools to Improve the Student Learning Community" at the 2007 Southern States Communication Association's 77th Annual Convention, Louisville, KY.
- Hatton, M. (2006). *Testing motivating influences in the production of first-person and third-person perceptions*. Paper presented at the 2006 Southern States Communication Association's 76th Annual Convention, Dallas, TX.
- Hatton, M. (2002). *Rhetoric's responsibility to media literacy: Critical impulse for judging visual metaphors in rhetorical texts*. Paper presented at the 2002 Rhetorical Society of America's annual conference, Rhetorical Democracy: Discursive Practices of Civic Engagement, Las Vegas, NV.
- Hatton, M. (2000). *Readers' browsing habits of print versus on-line news*. Paper presented at Media in the New Millennium: Technology, Images, Issues, Denver, CO. Conference sponsored by three technology-based divisions of the Association for Education in Journalism & Mass Communication (AEJMC).
- Hatton, M. (1991). *Transcending the structure/culture barrier in organizations: A presentation of various perspectives and a critique of the Army Materiel Command's Information Resource*

Management program. Paper presented at the 1991 national convention of the Speech Communication Association (now the National Communication Association) in Atlanta, GA.

Publications

I have written the following entries for Macmillan Reference's *Encyclopedia of Communication and Information* (2002, edited by Jorge Reina), also found online on *Encyclopedia.com*:

- Bell, Alexander Graham (biography), pp. 71-72,
(<https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/bell-alexander-graham-1847-1922>);
- Morse, Samuel F. B. (biography), pp. 616-618,
(<https://www.encyclopedia.com/people/science-and-technology/technology-biographies/samuel-finley-breese-morse>);
- Technology, Adoption and Diffusion of, pp. 982-985,
(<https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/technology-adoption-and-diffusion>);
- Telephone Industry, History of, pp. 1000-1005,
(<https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/telephone-industry-history>);
- Telephone Industry, Regulation of, pp. 1005-1009,
(<https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/telephone-industry-regulation>).

Affiliations & Discipline-Specific Professional Service

- My professional affiliations have included:
 - (SSCA) Southern States Communication Association (1996-2020);
 - (NAMLE) National Association for Media Literacy Education (1997-2020);
 - (AEJMC) Association for Education in Journalism & Mass Communication (1998-2005);
 - (NCA) National Communication Association (1991-2005).
- I was appointed as a Standards Bearer of the NCA K-12 Standards for Speaking, Listening, and Media Literacy for Mississippi (appointed June 17, 1998; served 1998-2000).
- I have served as a peer reviewer for the following organizations and publications:
 - AEJMC Communication Theory & Methodology Division;
 - *Journal of Advertising*;
 - *Journal of Broadcasting & Electronic Media*;
 - *Journal of Business Research*;
 - *Media Psychology* (frequently between 2001-2005);
 - Southern States Communication Association (multiple divisions between 2001-2018).

OTHER RELATED PROFESSIONAL EXPERIENCE

- Adjunct Graduate Instructor: As an adjunct instructor for the School of Library and Information Studies, The University of Alabama, I taught two sections of LS 502 Research Methods for the

school's graduate program, the second being a complete online WebCT redesign with synchronous Wimba-based lecture (Summer 2006 and Summer 2007).

- Speech Instructor for East Mississippi Community College, Columbus Air Force Base extension, Columbus, Mississippi (Summer 1992).
- Telecommunication Specialist Intern for the U.S. Army Materiel Command (AMC) assigned to Anniston Army Depot (ANAD), Bynum, Alabama (1989-1990): Served as a member of the depot's information systems team supporting the installation's local area network infrastructure within both the former classified Defense Data Network (DDN) and the unclassified MILNET environments. Held a Confidential-level security clearance and participated in the Army-wide Directors of Information Management (DOIM) intern development program. Responsibilities included network maintenance, telecommunications support, and participation in Department of Defense leadership and management training coordinated through Corpus Christi Army Depot, where I was temporarily reassigned for professional training from August–December 1989. Following the significant Army reduction in force (RIF) initiatives of late 1990 and uncertainty surrounding continuation of the intern program, I elected to pursue graduate study focused on organizational leadership.

OTHER ACCOMPLISHMENTS & RECOGNITION

- Named Gibbons Endowed Chair of Communication, College of Arts & Sciences (2009-2011).
- Recognized as Mentor of the Year by the MUW Hearin Leadership Scholars program (2006).
- MUW's IHL HEADWAE Outstanding Teacher for Mississippi (2005).
- Post-Secondary Teacher of the Year, Columbus-Lowndes Development Link (2005).
- MUW Faculty Member of the Year (2003-2004).
- Communication Faculty Member of the Year (1994-1995, 1997-1998, 2001-2002, 2003-2004).
- Recognized as the Outstanding MA GTA both for the Department of Communication Studies and the College of Communication, University of Alabama (1991-1992). I was nominated and subsequently selected the Outstanding MA Graduate Teaching Assistant first for the department, then for the college, and finally I was asked to compete but was not selected for university-level recognition. Nominees were assessed based upon teaching ability and research accomplishments. Our department's GTAs were the primary first-course classroom instructors for public speaking, reporting weekly to an appropriately credentialed supervising instructor of record. I presented two research projects at nation convention in my second year of graduate study; the first was an individually submitted peer-evaluated paper and the second was a paper accepted as part of a panel submission.