

Jerry Daday
Executive Associate Dean
Professor of Sociology
Indiana University Indianapolis
jdaday@iu.edu
(Spring 2024)

Education

PhD, Sociology, University of New Mexico, 2004
MA, Sociology, University of New Mexico, 1999
BA, Sociology, Bridgewater State University, 1997

Administrative Positions

Executive Associate Dean, Institute for Engaged Learning, Indiana University Indianapolis (formerly IUPUI), November 2018-Present
Executive Director, Center for Innovative Teaching & Learning (formerly Center for Faculty Development), Western Kentucky University, May 2013 to October 2018
Director, Online Learning Research Office, Western Kentucky University, May 2013-September 2016
Director, Social Science Research Center, Western Kentucky University, May 2012-July 2013
Director, Graduate Programs, Department of Sociology, Western Kentucky University, January 2008-September 2011

Academic Employment

Professor, Department of Sociology, Indiana University School of Liberal Arts, Indianapolis, 2018-Present
Professor, Department of Sociology, Western Kentucky University, 2018
Associate Professor, Department of Sociology, Western Kentucky University, 2010-2018
Assistant Professor, Department of Sociology, Western Kentucky University, 2004-2010

Professional Activities

Editorial Board & Reviewer, *Experiential Learning and Teaching in Higher Education*, 2022-Present
Managing Editor and Reviewer, *Assessment Update*, 2023-Present
Track Session Leader, High-Impact Practices in the States, *Assessment Institute*, 2020-Present
Director of Professional Development and Engaged Learning, *Assessment Institute*, 2023-Present

University Service

Co-Chair (presidential appointee), Indiana University Generative AI Taskforce, January 2024-present
Co-Chair, Student Success Pillar of the Indiana University Indianapolis Strategic Plan Committee, 2022-2023 Academic Year
Chair, Program Review and Assessment Committee, Indiana University Indianapolis (2022-2023 AY; Vice Chair 2021-2022)
Core Writing Team for IUPUI Assurance Argument, Higher Learning Commission Reaffirmation of Reaccreditation (2021-2023)

Administrative Experience

Executive Associate Dean, Institute for Engaged Learning

Indiana University Indianapolis (formerly IUPUI), November 2018-Present

- Provide stewardship, leadership, and coordination of applied and experiential learning on the IU Indianapolis campus. This includes promoting quality/fidelity, ensuring equitable access, implementing strategies to scale, and assessing student learning and success in engaged learning and high-impact practices (HIPs).
- Lead a dynamic team of 10 full-time staff and 12 faculty fellows to scale high-quality applied and experiential learning to all students.
- Management of an annual budget of \$3.6 million, which supports faculty/staff within the Institute, student programming, and faculty/staff professional development across the campus.
- Provide oversight of programming related to 5 centers/programs within the Institute: the First-Year Experience Program, the Center for Service and Learning, the Center for Research and Learning, the ePortfolio Program, and the Center for Student Innovation.
- Create and launch a new Project-Based Learning Lab to support faculty in embedding real-world authentic projects into courses.
- Support the First-Year Experience team to expand the Bridge Program from 1,000 to 3,000 first-time, first-enrolled students, and working to embed high-impact practices and experiential learning into First-Year Seminar (FYS) courses (e.g. innovation sprints, service learning, etc)
- Transition several undergraduate research and civic engagement programs from a scholarship to a paid employment model increasing transparency and access for students.
- Create a new virtual Engaged Learning Showcase, currently the ePortfolio Showcase. Students in every IEL program demonstrate one public display of competence in the ePortfolio showcase each year.
- Launch a new direct assessment of student learning across programs in the Institute using AAC&U VALUE Rubrics to assess campus institutional learning outcomes. All assessment reports for all IEL programs publicly available on Institute website.
- Build, coordinate and deliver professional development for faculty and staff offering high-quality applied and experiential learning in curricular and co-curricular experiences.
- Conduct a high-impact practices course inventory, identifying over 500 courses with applied and experiential learning components. Data used for future professional development, quality, and scaling efforts.
- Provide stewardship of the comprehensive learner record ("the Record"), tracking and assessing student participation in curricular and co-curricular experiences. The Record has captured 6,000 students participating in over 10,000 approved, unique experiences.
- Create and administer (w/ small team of faculty/staff) the Equity Champions program. Launched in January of 2023 to assist instructors in fostering inclusive learning environments. Based on a model from the University of Wisconsin Green Bay and the University of Toledo, Equity Champions utilizes resources from the Student Experience Project. Supports faculty through communities of practice, encouraging the adoption of inclusive teaching practices using a free classroom library. Elevates student voice using the Ascend Survey by PERTS for faculty to receive student feedback and improve courses.

Executive Director, Center for Innovative Teaching & Learning (formerly the Center for Faculty Development), Western Kentucky University, May 2013-October 2018

- As the Executive Director of CFD and CITL, responsible for creating, delivering, and facilitating professional development for faculty and graduate students at WKU.
- Developed and offered workshops, seminars, and professional learning communities on topics such as high-impact practices, active learning, student engagement, micro-activities, effective lecturing, instructional alignment, program assessment, and classroom management.
- Leading a team of instructional designers and technologists to support the teaching and learning mission by collaborating with faculty to design content and courses for various instructional modes.
- Co-developer and co-facilitator of the Graduate Assistant Teaching Institute (GATI), providing training to graduate students for effective teaching and learning support.
- Co-created and co-facilitated professional development opportunities focused on leadership (Faculty Leadership Year (FLY)) and research activities (NIH and NSF Funding Opportunities, Hierarchical Linear Modeling, Structural Equation Modeling, and Program Evaluation).

Scholarship and Publications

Books

Zilvinskis, J., Kinzie, J., Daday, J., O'Donnell, K., Vande Zande, C. (2022) *Delivering on the promise of high-impact practices: research and models for achieving equity, fidelity, impact and scale*. Routledge: Taylor and Francis Group.

Peer-Reviewed Manuscripts

Novak, E., McDaniel, K., Daday, J., Soyuturk, I, (2022) Development of a Scale for Assessing Student Frustration with E-Textbooks. *British Journal of Educational Technology*, 53, 408-431.
<http://dx.doi.org/10.1111/bjet.13172>

Khouryieh, M., Khouryieh, H., Daday, J.K., Shen, C. (2019) Consumers' perceptions of the safety of fresh produce sold at farmers' markets. *Food Control*, 105, 242-247.

Zhuhadar, L., Daday, J.K., Marklin, S., Kessler, B. & Helbig, T. (2019) Using survival analysis to discover pathways to success in mathematics. *Computers in Human Behavior*, 29, 487-495.

Novak, E., Daday, J.K., & McDaniel, K. (2018) Using a mathematical model of motivation, volition, and performance to examine students' e-text learning. *Educational Technology Research and Development*, 66(5), 1189-1209

Novak, E., Daday, J.K., & McDaniel, K. (2018) Assessing intrinsic and extraneous cognitive complexity of e-textbook learning. *Interacting with Computers*, 30(2): 150-161.

Sinkel, D., Khouryieh, J., Daday, J., Stone, M., & Cangliang, S. (2018) Knowledge and implementation of good agricultural practices among small-scale Kentucky fresh produce farmers. *Food Protection Trends*, 38(2), 111-121.

- McDaniel, K. & Daday, J.K. (2018) Do Students enrolled in introductory Biology courses like e-texts? *European Journal of Science and Education*, 6(1), 24-35.
- McDaniel, K. & Daday, J. (2017) An undergraduate anatomy lab revision success story. *HAPS Educator, Journal of the Human Anatomy and Physiology Society*, 22(2), 8-18.
- Edge, A., Henley, M., Daday, J., Schulte, B. (2017) Examining human perception of elephants and large trees for insights into conservation of an African savanna ecosystem. *Human Dimensions of Wildlife*, 22(3), 231-245.
- Zuhadar, L., Carson, B., Daday, J., Thrasher, E., Nasraoui, O. (2016) Computer-assisted learning based on universal design, multimodal presentation and text linkage. *Journal of Knowledge Economy*, 7(2), 375-389.
- Zuhadar, L., Kruk, S.R., Daday, J. (2015) Semantically enriched massive open online courses (MOOCs) platform. *Computers in Human Behavior*, 51, 578-593.
- Moore, M.T. & Daday, J.K. (2010) Barriers to human capital development: case studies in Swaziland, Cameroon, and Kenya, *Africa Education Review*, 7(2), 283-304.
- Daday, J.K., Broidy, L.M., & Crandall, C.S. (2008) Emergency department utilization among victims and offenders involved in non-lethal violence, *Social Science and Medicine*, 66(5), 1197-1203.
- Broidy, L.M., Daday, J.K., Crandall, C.S., Sklar, D.P., & Jost, P.F. (2006) Exploring demographic, structural, and behavioral overlap among homicide offenders and victims, *Homicide Studies*, 10(3), 155-180.
- Daday, J.K., Broidy, L.M., Crandall, C.S., & Sklar, D.P. (2005) Individual, neighborhood, and situational factors associated with violent victimization and offending, *Criminal Justice Studies*, 18(2), 215-235.
- Crandall, C.S., Jost, P.F., Broidy, L.M., Daday, G., & Sklar, D.P. (2004) Previous emergency department use among homicide victims and offenders: a case-control study, *The Annals of Emergency Medicine*, 44(6), 646-655.
- Daday, G. & Burris, B. (2001) Technocratic teamwork: mitigating polarization and cultural marginalization in an engineering firm, *Research in the Sociology of Work*, 10, 241-262.

Manuscripts Published in Edited Volumes, Book Reviews, and Case Studies

- Evans, S., Daday, J., Thorington-Springer, J., Becco, J-E. (2024) How HIP Are You? Assessing the Impact of High-Impact Practices. Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education. Second Edition. Routledge.
- Daday, J. & O'Donnell, K. (2021) Assessment Institute Insights: HIPs in the States, *Assessment Update*, 33, 2: 10-11. doi:10.1002/au
- Daday, J., Hahn, T., Morrical, E. (2021) The IUPUI Comprehensive Learning Record (CLR). *National Institute for Learning Outcomes Assessment Case Study*.

Jordan, C. & Daday J.K. (2015) Theatre-in-diversion: evaluating an arts-based approach to combating juvenile delinquency, *Theatre Symposium*, 23, 81-94.

Poetry and Violence: The Ballad Tradition of Mexico's Costa Chica, published in the journal *International Criminal Justice Review* (2006) 16, pages 233-234.

Research Funding/Grants Awarded

Co-Principal Investigator. (w/ Tom Hahn). AACRAO/NASPA/Lumina Foundation to Create Enhancements into our CLR/Record (\$15,000). This grant will help our ability to import large numbers of student information into the Record efficiently.

Co-Principal Investigator. (w/ John Khouryieh as PI). Building Research and Extension Capacity at Food Science Cluster of Western Kentucky University to Control Foodborne Pathogens on Fresh Foods at Kentucky Farmers' Markets. (\$297,278) United States Department of Agriculture. January 2017 to December 2018.

Co-Principal Investigator. (w/ John Khouryieh as PI). An Integrated Approach to Enhance the Safety of Locally Grown Fresh Produce through Research and Extension. (\$209,928). United States Department of Agriculture. December 2013 to December 2017.

Principal Investigator. Contract to conduct a telephone survey of residents of Allen County, Kentucky on behalf of the Department of Public Advocacy. (\$5,200) June and July, 2013.

Principal Investigator (w/ Scott Lasley and Joel Turner): Contract to conduct a mail survey for a United States Department of Agriculture sponsored research project (\$56,000). March to December 2013.

Co-Principal Investigator (w/ Leyla Zhuhadar, Tuesdi Helbig, and Bruce Kessler): Examining the Impact of Course Sequencing as Pathways to Success in STEM. (\$16,000). WKU Research and Creative Activity Program (RCAP). January 2014 - June 2015.

Principal Investigator (w/ Carol Jordan). ALIVE Center Community Partnership Incentive Funds, Community Engagement Tract for the Patricia Minton Taylor Theatre in Diversion Program. (\$500). Spring 2015.

Principal Investigator (w/ Carol Jordan). ALIVE Center Community Partnership Incentive Funds, Community Engagement Tract for the Patricia Minton Taylor Theatre in Diversion Program. (\$1,555). Spring 2014.

Co-Principal Investigator (w/ Carol Jordan): ALIVE Center Community Partnership Incentive Funds, Service-Learning Track for Theatre in Diversion Program (\$1,000). Spring 2013.

Co-Principal Investigator (w/ Carol Jordan): "Theatre in Diversion" (\$2,800) Provost's Initiatives for Excellence (PIE) Grant, Western Kentucky University. Spring 2012

Principal Investigator. "The Social and Economic Effects of Human Wildlife Conflict in Kasigau, Kenya." (\$6,000) Summer Research Grant, Western Kentucky University. Summer 2008

Principal Investigator. "The Effects of Micro-lending and Human Capital Formation on Extreme Poverty and Institutional Structures in Kasigau, Kenya." (\$6,000) Summer Research Grant, Western Kentucky University. Summer 2007

Co-Principal Investigator (with Dr. Mike Stokes): "Social Responsibility in Science" (\$9,240) Provost's Initiatives for Excellence (PIE) Grant, Western Kentucky University. Summer 2006

Principal Investigator: "A Community Survey of Residents in Kasigau, Kenya" (\$4,000) Junior Faculty Research Development Grant, Western Kentucky University. Summer 2006

Principal Investigator: "Similarities and Differences between Young White and Minority Victims and Offenders in Albuquerque, New Mexico." (\$19,700). Dissertation Grant from the Centers for Disease Control and Prevention (CDC): National Center for Injury Prevention and Control. 2002-2004.

Selected Presentations at Professional Meetings

Adams, E., Bartell, D., Boswell, C., Daday, J., Macris, C., Rao, A., Tillman, Q. (2024) Championing Equity and Inclusive Teaching through High-Impact Professional Development. Association for Undergraduate Education at Research Universities and American Association of Colleges and Universities National Conferences, Washington D.C.

Angermeier, L., Bowman, H., Bishop, C., Daday, J., Rogers, C. (2023) Ensuring Equitable Access to High-Quality Experiential and Applied Learning at Scale. International Society for Exploring Teaching and Learning Conference.

Hahn, T., Bowman, H., Daday, J., Turley, P. (2023). Using Comprehensive Learning Records to Enhance Equity in Student Learning. Assessment Institute.

Zilvinskis, J., Kinzie, J., Daday, J., O'Donnell, K., Vande Zande, C. (2022) Taking the Assessment of HIPs to the Next Level: Delivering on the Promise of High-Impact Practices. Assessment Institute

Zilvinskis J., Kinzie J., Daday J., O'Donnell K., Vande Zande C. (2022) When Done Well: Delivering on the Promise of High-Impact Practices. American Association of Colleges & Universities.

Daday J, Hahn T. (2022) Direct Assessment of Profiles of Learning and Undergraduate Success. American Association of Colleges & Universities.

Zilvinskis J., Kinzie J., Daday J., O'Donnell K., Vande Zande C. (2021) Preliminary Impressions from Delivering on the Promise of High-Impact Practices. Assessment Institute Conference.

Novak E, McDaniel K, Daday J., Soyuturk, I. (2021) Understanding Student Frustration with E-Learning Materials: Development and Validation of an E-Text Frustration Scale. 2021 Featured Research in Research and Theory Division, Association for Educational Communications and Technology.

- Daday J., Gladden, J. (2020) Scaling HIPs to Promote Equitable Access. American Association of Colleges & Universities.
- Hahn T., Daday, J. (2020) The IUPUI Experiential and Applied Learning Record: Tracking and Assessing Learning from Students' Engaged Activities. HIPs in the States National Conference.
- Byrd A., Daday J. (2019) Modeling the Impact of Participation in HIPs on Student Retention and Graduation. HIPs in the States National Conference.
- Hahn T., Daday, J. (2019) The IUPUI Experiential and Applied Learning Record: Tracking and Assessing Learning from Students' Engaged Activities. Assessment Institute.
- MacCormack P, Daday J. (2019) Stop Innovating Me! AACSU Academic Affairs Summer Meeting.
- Daday J., Graunke S., Lin W., Ninon S., Byrd A. (2019) Using Propensity Score Matching to Assess Student Success. Assessment Institute.
- Daday J., Novak E., McDaniel K., (2019) An Empirical Investigation of Student Frustration with E-textbooks in Undergraduate General Biology Courses. American Educational Research Association.
- Novak E, McDaniel K, Daday J. (2016) Using a Mathematical Model of Motivation, Volition, and Performance to Examine Students' E-Text Learning. Association for Educational Communications and Technology Convention
- Daday J, Jordan C, Bohlander C. (2015) Theatre-in-Diversion: an Evaluation of an Arts-Based Program for Juvenile Offenders. American Society of Criminology Conference.
- Novak E, McDaniel K, Daday J. (2015) Undergraduate biology students' use and attitudes toward digital textbooks. Association for Educational Communications and Technology Convention.
- Vincent Z., Khouryieh H., Stone M., Shen S., Willians T., and Daday J. (2015) An Assessment of Food Safety Practices at Farmers' Markets in Kentucky. Institute of Food Technologists Annual Meeting, July 14, Chicago, IL. Book of Abstracts (abs.).
- Zuhadar, L., Carson, B., Daday, J., and Nasraoui, O. (2015). A Universal Design Infrastructure for Multimodal Presentation of Materials in Stem Programs: Universal Design, Proceedings of the 24th International Conference on World Wide Web. Florence, Italy: International World Wide Web Conferences Steering Committee, pp. 569-574.
- McDaniel K., Daday JK., Patterson T. (2014) Assessing the Impact of E-text, Flipped Classroom and Ipad Usage on an Anatomy and Physiology Course. International Conference of the Online Learning Consortium.
- Jordan C, Daday JK. (2014) Theatre in Diversion: An Arts-Based Approach to Combating Juvenile Delinquency. Southeastern Theatre Conference.

- Zhuhadar, L., Carson, B., and Daday, J. (2014). Moving from Entrenched Structure to a Universal Design, *ACM SIGACCESS Proceedings of the 16th international conference on Computers & accessibility (ASSETS)*
- Kanan J., Daday JK. (2012) A Longitudinal Examination of the Influence of Residential Segregation on Homicide Victimization Rates. American Society of Criminology Conference.
- Kanan J, Daday JK, Bronson EF. (2010) The Influence of Media Exposure on Fear of Crime in 17 African Countries. American Society of Criminology Conference.
- Lee, Y and Daday, JK. (2009) The Influence of Perceived Police Effectiveness & Ecological Factors on Fear of Crime in South Korea. American Society of Criminology Conference.
- Daday JK, Smith DC, Stokes MK, Kimwele C. (2009) The Influence of Community Interactional Capacity on Human-Wildlife Conflict Mitigation Strategies in Southeastern Kenya. Southern Sociological Society Conference.
- Caldwell M and Daday JK. (2009) Examination of the Factors Influencing Fear of Crime in Kenya. Southern Sociological Society Conference.
- Costello K and Daday JK. (2009) The Conceptualization of Genocide in the International Media: A Case Study of Darfur. American Society of Criminology Conference.
- Moore MD and Daday JK. (Mar 2008) Barriers to Human Capital Formation in Swaziland, Cameroon, and Kenya. Midwest Sociological Society Conference.
- Daday JK and Broidy LM (2006). Neoliberal Economic Reforms and Homicide Rates in Latin America: An Institutional-Anomie Approach. Latin American Studies Association Conference.
- Daday JK. (2005) Institutional-Anomie, Neoliberal Economic Reforms, and Homicide Rates in Latin America. American Society of Criminology Conference.
- Daday JK, Broidy LM, and Crandall CS. (2003) Victim/Offender Relationships at the Ecological and Individual Level. American Society of Criminology Conference.
- Crandall CS, Jost PF, Sklar DP, Broidy LM, and Daday JK. (2003) About to Get Killed: Increasing Use of the Emergency Department among Homicide Victims and Perpetrators. American Public Health Association Conference.
- Broidy LM, Daday JK, Crandall CS, Jost PF, and Sklar DP. (2002) Risky Lifestyles: Emergency Department Utilization among a Cohort of Homicide Arrestees and Victims. American Society of Criminology Conference.
- Broidy LM, Daday JK, and Steele P. (2002) Concentrated Events and Mobile Populations: The Spatial Distribution of Homicide Events, Offenders, and Victims. American Society of Criminology Conference.

Daday GK and Burris BB (2002) The Effects of Teaming-Structures on Race, Ethnicity, and Gender Differences in a High-Tech Corporation: A Case Study. American Sociological Association Conference.

Daday GK and Burris BB. (2000) Technocracy and Teamwork in a High-Tech Corporation. American Sociological Association Conference.

Research & Teaching Interests

Quantitative Methods and Statistics; High-Impact Practices; Scholarship of Teaching and Learning; Criminology; Victimology; Sociological Theory

Courses Taught (at Western Kentucky University and Indiana University Indianapolis)

Introductory Sociology

Social Problems

Sociological Theory

Social Science Research Methods

Criminology

Survey Applications

Family Violence

Work and Occupations

Human Wildlife Conflict (co-taught interdisciplinary with Mike Stokes at WKU)

Occupations and Professions (undergraduate and graduate level)

Victimology (undergraduate and graduate level)

Comparative Criminology (graduate level)

Life-Course Criminology (graduate level)

Quantitative Research Methods (graduate level)

Advanced Data Analysis (graduate level)

Graduate Students Mentored (as chair of MA Thesis)

Byrd, Angela (2013): *An Empirical Test of Talcott Parson's Theory of the Sick Role.*

Celik, Elcin. (2012) *Bosnian Refugees in Bowling Green, Kentucky: Refugee Resettlement and Community Based Research.*

Costello, Kayla. (2009) *The Conceptualization of Genocide in the International Media: A Case Study of Darfur.*

Falcetto, Andrea. (2012) *Perceptions of Conservation and Ecotourism in the Taita-Taveta District, Kenya.*

Gerber, Kelsii. (2012) *A Multilevel Examination of Influenza Vaccination Disparities from the 2009 Behavioral Risk Factor Surveillance System.*

Lovitt, Brent. (2007) *Social Capital and Homicide in Chicago using data from the Project of Human Development in Chicago Neighborhoods*

Moore, Matthew. (2007) *The Effects of Education on Human Development Indicators in Cameroon, Kenya, and Swaziland*

Newton, Magan. (2009) *The Effects of Inequality on Cross-National Rates of Terrorist Incidents.*

Schartung, Jessica. (2015) *The Effects of Negative Labeling on Educational Attainment.*

Schrock, Amanda. (2007) *Principle of Homophily in On-line Personal Advertisements (*

Walker, Sharon. (2008) *The Influence of Race on Juvenile Sentencing Outcomes.*

Undergraduate Students Mentored (as undergraduate thesis chairs or committee members)

Allison Harnish (2006): *Ecotourism and the Bushmeat Trade in Kasigau, Kenya*

Adam Edge. (2014): *Examining Human Perception of Elephants and Large Trees for Insights into Conservation of an African Savanna Ecosystem*

Minh Dao. (2014): *A Case Study of Internationalization at WKU*

Rebecca Garrison (2015): *The Effects of New E-Materials on Teaching and Learning*

Professional Service at Indiana University Indianapolis

Treasurer for LEAP Indiana, and member of Executive Committee (2023-2024 AY)

Program Review and Assessment Committee (Chair (2022-2023), Vice-Chair (2021-2022), and Member (2019-present)

Co-chair of Carnegie Reclassification Data Taskforce for the Office of Community Engagement. Generated recommendations for capturing community-engaged work at the campus level. (2023-2024 AY)

Lead and facilitated a HIPs in the States national webinar series (6 sessions) focused on emerging trends in high-impact practices (2023)

Experiential and Applied Learning Record Subcommittee of PRAC (2019-present)

Division of Undergraduate Education (DUE) Faculty Committee (2018-present)

Life-Health Sciences Internship Program (LHSI) Advisory Board (2019-present)

Plater Institute Planning Committee (2019-2023)

E.C. Moore Planning Committee (2019-2023)

Led a 4-part CIRTL Cast Series (Center for the Integration of Research, Teaching, and Learning) focused on High-Impact Practices (2020-2021). The series focused on quality implementation and assessment of High-Impact Practices, including undergraduate research, global learning, and ePortfolio.

Chair and Host of the Indiana University Undergraduate Research Conference (IUURC) (2021-2023)

Led and facilitated a 4-part professional development series (w/ CTL and Planning and Institutional Improvement) centered on the Assessment of Profiles (Spring 2021)

Professional Service at Western Kentucky University

Co-chair of University Strategic Planning Working Group on Student Success and Experience (September 2017-April 2018)

Co-Chair of Taskforce on High Impact Practices, Student Success and Retention (Fall 2016 to Summer 2017)

Chair, Sociology Department Assessment Committee (March 2016 to October 2018)

Co-facilitator of the Patricia Minton Taylor Theatre in Diversion Program in Warren County, Kentucky in association with the Commonwealth of Kentucky's Administrative Office of the Courts (Spring 2012 – Spring 2017)

Chair of University First Year Experience Steering Committee (September 2017)

Evidence and Argument (QEP) Assessment Team Member (Summer 2016 & Summer 2017)

Representing Potter College as at large member of the University Senate (academic years 2017-2018; 2016-2017; 2011-2012, 2007-2008, and 2006-2007)

Chair of WKU Colonnade General Education Curriculum Committee (2017-2018 academic year)

Center for Citizenship and Social Justice Advisory Committee Member (August 2016 to August 2017)

Member of University Disciplinary Committee (UDC) (August 2017 to October 2018)

International Year of Bosnia-Herzegovina Program Planning Committee (March 2016 to May 2018)

Co-Facilitator/Leader Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS) to Bosnia-Herzegovina (January 2016 to June 2017)

Awards

Awarded "Champion for Teaching Excellence Award" by the Center for Teaching and Learning (CTL) at IUPUI (Fall 2023)

University Professional and Continuing Education Association (UPCEA) National Research and Scholarship Award (Spring 2017)

Awarded Office of Sponsored Program Award, "Most Prolific Proposer of the College (Potter College of Arts and Letter)" in 2013.

Faculty Member Continuing Education Award, South Region of the University Professional and Continuing Education Association (Fall 2012)

Recipient of the Potter College of Arts and Letters Research/Creativity Award (2008-2009 academic year)

Nominated for WKU Faculty Excellence in Teaching Award (Spring 2008)

Recipient of the University of New Mexico, College of Arts and Sciences' Gunter Starkey Teaching Excellence Award, 2002-2003 Academic Year