July 2, 2012

Dr. Christopher L. Whaley

Dear Dr. Whaley:

Thank you for your letter accompanied by a resume expressing interest in the presidency of Roane State Community College. Please complete and return the enclosed EEO form for our files.

Under State law, applicants may request that their application and related materials be kept confidential unless the candidate is selected as a finalist for the position. Unless we hear otherwise from you, we will assume this is your preference.

Again, thank you for your interest in this position.

Sincerely,

John G. Morgan
Chancellor

JGM/pa
Enclosure
June 29, 2012

Mr. John Morgan, Chancellor
Tennessee Board of Regents
1415 Murfreesboro Road, Suite 340
Nashville, TN 37217

RE: Application to Serve as President of Roane State Community College

Dear Chancellor Morgan:

I would be honored to be considered in the search for the next President of Roane State Community College. Simply put – Roane State is and always will be home to me. From the time that my father helped “open the doors” at Roane State in 1971, the college has always been an important part of my life. Through my father’s service in the business office, I first became acquainted with the college’s mission and strengths, as well as its close-knit students, faculty and staff. I am a proud graduate of Roane State and during my time here as a student, I experienced the academic rigor, caring attitudes and student engagement that serve as the foundation of the college’s mission. When I returned to Roane State as a faculty member, and for the ten years that I have served in academic administration, I have found the same spirit of challenging and equipping students to succeed continues. It is a passion I share with my colleagues at Roane State to change lives through exceptional teaching and student services.

Roane State is an outstanding educational institution, and its next President must understand and appreciate the college’s unique characteristics. For example, the ten counties in Roane State’s expanded service area are distinctive in many ways, and they are served by the college’s nine campuses. Each RSSTC campus is the hometown college for these communities and each community has very different educational and civic needs. Roane State has worked very hard to tailor the delivery of higher education and to the distinctive needs of each community. In addition, the college has partnered with each county in projects that impact beyond the classroom. I am proud to be a part of establishing those successes, and it is my goal to continue and strengthen them as President.

Another defining characteristic of the college is our commitment to the principles contained in the Complete College Tennessee Act of 2010. We were fortunate to be one of the institutions included in the Tennessee Board of Regents’ first Completion Academy, and we have brought the momentum from that event to Roane State, first by holding our own Completion Academy, and then by transforming ideas into action through the formation of Completion teams with specific areas of emphasis such as default curricula, enhanced advising, academic alert, career
planning and academic mapping/scheduling for success. Though we have much work remaining, we have embraced the ideals of completion, and we are diligently working to implement the initiatives that will increase student success throughout the college.

In addition to the distinctive characteristics of the Roane State service area and our progress toward achieving completion goals, the college’s emphasis on meeting workforce needs is also significant. RSCC is widely known for our outstanding Nursing and Allied Health Science programs, wherein our board passage and placement rates are consistently high. In addition, the college has a rich tradition of exceptionally strong general education/transfer courses – RSCC students who transfer typically have very competitive GPA’s when they are compared to indigenous university students. Roane State is also at the forefront of delivering higher education to qualified high school students through our robust dual studies program. Dr. Gary Goff has succeeded in leading the college to address an additional area – workforce needs. Since he first came to Roane State, Dr. Goff has made it a priority to collaborate with area employers, identify their education/training needs and then offer courses and programs to meet those needs. It has been my privilege to take part in the planning and implementation of these initiatives, and I would continue to emphasize workforce partnerships and training as President.

Finally, it is also crucial for the college’s next president to be engaged in fundraising and in pursuing grants. Almost every educational institution nationwide has faced significant funding reductions during the past few years. For that reason, institutions must actively seek out alternative funding sources. In my roles as Program Director, Dean and Vice President, I have been engaged in the college’s efforts to increase private giving and grant funding. In addition, my experience as Chair of the Michael Dunn Foundation Board has provided valuable experience and know-how in the area of fundraising.

I am blessed to work with colleagues who share my passion for student success, and it is a privilege to serve with them at Roane State. The close-knit environment at the college leads many of us to speak of the “Roane State Family.” I am a proud member of that family, and it would be an honor to serve as the college’s next President.

Sincerely,

Christopher L. Whaley, J.D.
VP Student Learning/Chief Academic Officer
Professor of Legal Studies
Christopher L. Whaley

Objective

Provide comprehensive leadership to facilitate the accomplishment of Roane State Community College’s mission to enhance individual lives and the economic development of the region.

Professional Qualifications & Experience

I. Earned Doctorate from an Accredited Institution

- Doctor of Jurisprudence – The University of Tennessee College of Law (1994)
  Accredited by the American Bar Association

II. Distinguished Record of Teaching and Experience in Public Higher Education

I am very proud to be a faculty member at Roane State Community College. My passion for student learning influences every aspect of my vision for the college.

- Professor of Legal Studies – Roane State Community College
  2007-Present
- Associate Professor of Legal Studies
  2002-2007
- Assistant Professor of Legal Studies
  1997-2002
- Program Director – A.A.S. Paralegal Studies
  1997-2010
  - Developed original curriculum for A.A.S. degree in Paralegal Studies
  - Provided leadership for continuous improvement and currency of Legal Studies Program
    - Developed new courses: LAW 215 – Child Support Law, LAW 271 – Investigations/Pre-Trial Advocacy, SSC 273 – United States Supreme Court and SERV 1010 – Service Learning Practicum
    - Developed articulation agreements in legal studies to Middle Tennessee State University and the University of Tennessee –Chattanooga
    - Conducted self-study process to obtain approval by the American Bar Association Committee on Paralegal Studies programs
  - Developed and implemented instructional innovations to facilitate student success
    - Implemented delivery of Legal Studies program via distance education through Roane State’s synchronous audio/video classrooms
- Implemented video podcast lecture format to enhance online course delivery
- Developed and taught Roane State’s first classes (LAW 101/102) via Inverted Classroom methodology to enhance student engagement and learning

III. Administrative Experience

Since my appointment in 1997 as Program Director for the A.A.S. Paralegal Studies program, I have had the privilege to serve in positions of successively greater administrative responsibility.

- Vice President of Student Learning/Chief Academic Officer – Roane State Community College, 2010 - Present
  Provide leadership of all aspects of student learning in Roane State’s ten county (expanded) service area, including credit programs, workforce training, distance education, and academic support services Library, Learning Center and Learning Support, Advisement and Articulation
- Dean of Social Science, Business & Education, 2002 - 2010
  Provided leadership for division consisting of twenty-seven programs and disciplines, both in transfer and career areas; provided leadership for development of curriculum for A.A.S. Early Childhood Education, A.S.T. Associate of Science in Teaching, A.A.S. Business Management – General Business Option and Technical Certificate in Homeland Security
- Program Director – A.A.S. Paralegal Studies, 1997 - 2002
  Provided leadership of A.A.S. program including curriculum development, advising and adjunct supervision

IV. Understanding of and Commitment to Principles of Academic Freedom, Tenure and Shared Governance

I am committed to active participation, facilitation, and leadership for a committee structure and framework for input/feedback that supports the principles of academic freedom, tenure, and shared governance as critical to the success of an institution of higher education.

- Committed to positive working relationship with Faculty Senate President and officers
- Convened and/or worked with a number of faculty committees to consider shared governance issues related to a number of areas including, but not limited to: implementation of completion strategies in support of the Complete College Tennessee Act, Learning Support re-design, academic division reorganization, syllabus template development, and faculty office hours.
- Chair, RSCC Academic and Curriculum Council
- Active member of the Roane State Community College General Education Committee, QEP Steering Committee, Completion Overview Committee
- Annually convene the college’s Promotion & Tenure Committee to provide guidance regarding promotion/tenure policies and calendar, as well as receive feedback and suggested changes to promotion/tenure policies and/or process.
- Annually convene planning retreats for Student Learning divisions/departments to ensure ownership of initiatives in support of institutional goals and objectives.

V. Demonstrated Commitment to Serving Students, Faculty & Staff

As noted author, educator, and motivational speaker William Arthur Ward said, “We must be silent before we can listen. We must listen before we can learn. We must learn before we can prepare. We must prepare before we can serve. We must serve before we
can lead. " Throughout my administrative career at Roane State, my constant goal has been to serve students, faculty, and staff by advocating for those things that will empower them to succeed. Such efforts include:

- As Vice President of Student Learning/Chief Academic Officer
  - Provide shared leadership for committee providing oversight for college completion initiatives
  - Promote and support ongoing initiatives associated with the SAILS (Students Achieving Improved Learning Strategies) Quality Enhancement Plan
  - Maintain open door policy for students, faculty, and staff, including student academic advisement
  - Provide New Faculty Academy to orient new faculty members to multiple aspects of the college culture and community
  - Administer resources in support of faculty professional development, improved student learning, and college completion

- As Dean of Social Science, Business, and Education
  - Worked with faculty to develop initiatives such as the Symposium on Powerful Teaching, Social Science Forums, Teacher’s Workroom, Constitution Day activities, a division newsletter, Teacher’s Supply Closet, and a variety of new courses, programs and service learning opportunities

- As A.A.S. Paralegal Studies Program director
  - Provided academic advisement to all students in that major
  - Provided opportunities for students to interact with legal professionals in the community

VI. Commitment to Diversity and Inclusion as Core Values

I wholeheartedly endorse Roane State’s Access and Diversity mission to sustain an environment for learning and working in which individual differences are recognized, respected, supported, and celebrated. Through his commitment to the creation of a campus community that promotes opportunities for connection and engagement of people and ideas, the president serves as the role model for diversity and inclusion.

- Provide leadership for development and implementation of Student Learning strategies in the college’s Access and Diversity Strategic Plan
- Formed the college’s first Student Learning and Diversity Committee which has led to initiatives including a college-wide, common novel and a student diversity project contest
- Regularly attend Tennessee Board of Regents Diversity Conference
- Attended 2012 Access 2 Success Diversity Conference – Washington D.C. and continue to work with Institutional Effective and Research Office to identify ways to integrate lessons learned into institutional diversity planning

VII. Demonstrated Commitment to Affirmative Action and Equal Opportunity

I believe that an institution truly committed to diversity must demonstrate that it places a high priority on the recruitment and retention of a diverse faculty and staff as well as on the recruitment and retention of a diverse student population from all parts of the service area.

- Participated in strategic decision making to designate the following sub-populations as “areas of emphasis” in the college’s diversity strategic plan: Males, African-Americans, Hispanics, veterans/military personnel, and under-represented genders in specific academic areas of study
- Provide leadership and direction for Student Learning strategies to facilitate recruitment and retention of identified sub-populations
- Provide direction to promote recruitment and retention of diverse faculty and staff within the divisions and departments of Student Learning.

VIII. Demonstrated Strength in Human Relations, Communications, Planning, Financial Management, Budgeting & Organizational Skills to lead and inspire Internal and External Constituencies

I believe that I provide organizational leadership through a collaborative approach that creates an environment where the highest professional standards are expected, celebrated, and visibly appreciated. It is my overarching goal to provide direction, encouragement, collaboration, and focus in order to help build an organizational culture that places learning at the core of every decision and action. The variety and complexity of the programs, disciplines, and departments under the supervision of Student Learning necessitate a high level of organizational skill.

- Conduct weekly meetings with Student Learning staff to foster collaboration and consensus for decisions and actions affecting academic and student academic support areas
- Demonstrated effectiveness in organization, communication, and human relations evidenced by consistent pattern of high evaluations by faculty and staff under my supervision
- Committed to fostering strong working relationships between all divisions and departments at Roane State Community College
- Established strong partnership with the college’s Institutional Effectiveness office by including IE staff in all aspects of Student Learning planning and assessment
- Conduct twice yearly Faculty Convocation to provide direction and focus for Student Learning goals and priorities.
- Assist in the orientation of new faculty through participation in New Faculty Academy.
- Demonstrated ability to effectively manage complex budgets through consistent and thorough monitoring of Student Learning accounts
- Active member of Roane State Community College Budget Committee
- Foster awareness-building, cooperation, and partnerships through participation and leadership in external organizations and agencies
  - Facilitator, Big South Fork P-16 Council
  - Chair, Michael Dunn Foundation Board
  - Member, Harriman Utilities Board
  - Member, ETEC (East Tennessee Economic Council)
  - TN Achieves mentor
  - Member, Roane County Leadership Alumni

IX. Understanding of and Commitment to Private Fundraising

As the Tennessee public postsecondary institution with the largest off-campus enrollment, Roane State has leveraged the power of fundraising and friendraising to build higher education centers in all of its primary service area counties. These communities are invested in the college in every sense of the word, and I am committed to sustaining and growing the close relationships with private donors, the business community, and local governments that have resulted in generous funding for college initiatives and facilities and for student scholarships.

- Initiated the Anderson County Bar Association Paralegal Scholarship, 1999-2000
- Active member of Roane State’s Invest in the Vision Campaign, 2002
- Collaborated with key individuals to equip the Scott County Campus Law Library
Chair, Michael Dunn Foundation Board
The Michael Dunn Foundation is a 501(c)(3) non-profit organization. In my role as Chair, I have worked with MDC Board members and staff to emphasize private giving through my participation in a number of fundraising events. In addition, I have worked closely with the MDC Development Office to develop a “Sponsor a Service Recipient” initiative, to increase the number of fundraising contacts made by Board members and to increase private funds via the Michael Dunn Work Programs.

Work collaboratively with Executive Director of the Roane State Foundation to identify Student Learning needs for solicitation of private funds

X. Understanding of Regional Workforce Education and Training Needs
In its proud 40-year history, Roane State Community College has educated and trained thousands of Registered Nurses and Allied Health practitioners to meet the healthcare needs of its service area communities. While I am committed to maintaining the college’s distinction for the quality and diversity of its healthcare programs, I also believe that the college must continue the exemplary efforts made by President Gary Goff to collaborate with regional business and industry to identify, develop, and implement programs that will meet workforce needs for new, high-skilled jobs in emerging areas such as advanced manufacturing. The success that Roane State has had in securing federal grants to support the development of such programs demonstrates the college’s capacity to move forward in this direction. As Vice President of Student Learning I have provided leadership to:

- Support to the Executive Director of Workforce Connections for training and services in the following areas:
  - Continuing Healthcare Education, Computer and Business/Professional Training, GED Preparation and Adult Education
  - Advanced Materials Training and Education Center (AMTEC)
  - Cumberland Business Incubator
  - Small Business Development Center
- Facilitate the development of new academic programs (degrees and certificates) to meet area workforce needs
- Assist in the development of grant proposals to support new and expanded workforce programs, including advanced manufacturing, allied health, and nursing
- Assist with the development and implementation of special cohort training for employees of B&W Y-12, LLC
- I also serve as a member of the East Tennessee Economic Council (ETEC)

XI. Understanding of and Commitment to the Role of Roane State Community College as a Part of a Higher Education System
As a member of the Tennessee Board of Regents System, Roane State Community College can take pride in being part of the 6th largest system of postsecondary education in the country. Both individually and collectively, the member institutions have the responsibility for improving the educational attainment of Tennessee residents in order to enhance the quality of life for individuals, communities, and the state as a whole. In order to accomplish this goal efficiently and effectively, the TBR maintains a balance of decentralized governance that values strong presidencies and a participative system of committees and councils while, at the same time, establishing sound policies and directives for accountability and consistency in the service of the Board and of the public trust. The newly established TBR Office of Community Colleges, I believe, provides a
strong mechanism for strengthening the visibility and viability of the community colleges as leaders in the educational and workforce development needs of the state.

- Member, Tennessee Board of Regents Academic Sub-Council
- Member, TBR ad hoc committees, including Adjunct, Grade Point Average and Regents Online Degree Program Oversight, ECED Steering Committee
- Member RALI Class of 2006-07

XII. Understanding of and Commitment to Successful Implementation of the Complete College Tennessee Act of 2010, with a focus on retention and timely graduation

While maintaining the importance of access, the Complete College Tennessee Act of 2010 has challenged institutions to engage in a profound paradigm shift from a focus on enrollment toward a strong commitment to educational outcomes. As the recipient of Performance Funding scores among the highest in the state for a number of years, Roane State is firmly committed to demonstrating institutional quality through outcomes attainment. However, the focus of the CCTA on retention and graduation has newly energized faculty and staff across the college around a comprehensive Completion Agenda to develop and implement strategies that will help more students graduate in a more timely manner. I believe we have established an effective, collaborative structure for moving this agenda forward, and I am deeply committed to facilitating efforts to integrate best practices and innovate with new ones in order to assist students in meeting their educational goals.

- Participant, Tennessee Board of Regents Completion Academy – Fall 2011
- Shared leadership for committee providing oversight for college completion initiatives
  - Convened a number of working cross-departmental committees considering the following strategies:
    - Development of Default curricula to successfully guide entering students through the 1st 30 credit hours
    - Development of enhanced orientation for entering students to incorporate effective elements of 1st Year Experience best practices,
    - Expansion of college’s successful COLS1010 learning strategies course to include an enhanced Career Planning element to assist undecided students into good decision-making regarding an academic plan,
    - Develop enhanced web-based Academic Maps to facilitate students’ awareness and understanding of course to career opportunities and requirements,
    - Develop targeted pilots incorporating Cohorts and Block Scheduling, based upon analysis of student needs and preferences,
    - Pilot Academic Alert system to identify and reach out to students at-risk of non-completion,
    - Develop and implement strategies for enhanced academic and “life” advising to facilitate completion; such as an upcoming pilot project to establish a Completion Coach at one of the satellite campuses, and
    - Ongoing collection and analysis of data to support effective and efficient decision-making and to determine the most successful practices.
XIII. Commitment to Attracting Traditional & Non-Traditional Students into Transfer programs as well as Workforce Programs and Promoting Approaches to Enhance their Opportunities for Success

If Tennessee is to effectively increase educational attainment and improve the economic development of its communities, postsecondary institutions must be committed to creating a culture in which participation in higher education is valued as a natural pathway to success. Community college leaders must be committed to seizing the opportunity that the current national spotlight has provided to promote the benefits of a community college education – whether as a pathway to a baccalaureate degree or as a means of training for quality employment. In order to make the greatest cultural impact, Tennessee colleges must attract not only non-traditional returning or first-time college students but also students still enrolled in secondary education. As Vice President for Student Learning, I have provided leadership to:

- Promote the growth of Roane State’s “First Class” dual studies program in over 40 area high schools; provide leadership for preliminary planning for Middle College in Fentress County
- Promote efforts to build awareness and utilization of Tennessee Transfer Pathways (TTP’s)
- Promote ongoing development of articulation agreements with private institutions
- Promote the development of highly successful 2+2 programs in Elementary Education and Interdisciplinary Studies; engaged in ongoing efforts to build on these efforts for additional programs and with other institutions, including 2+2 in Secondary Education with Bethel University
- Promote ongoing development of new programs in high-skill, high-need areas like advanced manufacturing; utilized the power of successful grant proposals to enhance start-up success with alternative sources of funding for curriculum development, hiring, and equipment
- Demonstrate commitment not only to traditional and non-traditional students by age, but through targeted efforts to attract non-traditional genders into atypical disciplines.

XIV. Understanding the Needs and Concerns of College Constituencies

The Roane State Community College community has always considered itself a family, from its earliest beginnings in the old Fairmont Elementary School, where the kitchen made due as a science lab and the cafeteria served as the library. From those pioneer days in the early 1970’s, the Roane State family has certainly expanded, with centers of learning in each of its service area counties – a service area that represents the widest possible diversity of demographics and educational needs. Within Roane State’s service area is the science and technology research hub of Oak Ridge which includes the world-class facilities of the Oak Ridge National Laboratory (ORNL), the Spallation Neutron Source, the Y-12 National Security Complex, the Center for Nanophase Materials Sciences, the Center for Computational Sciences, the Advanced Materials Characterization Laboratory, and other leading laboratories and institutes. Equally important to the Roane State family are the rural counties, like Scott and Fentress, where the unemployment rate is substantially higher than the state and national averages and educational attainment is also critically lower. The president of Roane State must provide the leadership for the college to serve the entirety of its service area constituencies, in all of their diversity. One of the most important ways to do this is to embrace new ideas and innovation, envisioning the benefits of such initiatives as two-way audio-video instruction that Roane State implemented long before many Tennessee universities had done so or establishment of a business incubator to help jump-start
business and entrepreneurship in Cumberland County. In a time of tight budgets, it is also important to seek out opportunities to collaborate with educational partners within the TBR, the state, and the region. As our emerging partnerships for the development and delivery of education and training in allied health and advanced manufacturing fields have demonstrated, collaboration is an extremely effective and efficient way to share best practices.

The new president of Roane State Community College must also provide leadership to create a culture within the service area communities where the benefits of postsecondary education are highly valued. Currently Roane State is the college of first choice in each of its primary service area counties but much more can be done to recruit and retain a new generation of first generation college graduates – whether they are entering Roane State immediately after high school graduation, bringing college credits with them from participation in dual studies, or are entering or returning to college after years away. The faculty and staff at Roane State have rolled up their sleeves to meet the challenges presented by the Completion Agenda, and the president must keep the vision of student success visible and viable as the ultimate goal for improving the lives of all of the college’s constituencies.

XV. Commitment to Policies and Directives of the Tennessee Board of Regents

The policies and directives of the Tennessee Board of Regents are crucial to the effective administration of each institution of higher education. Through the policies and directives, institutions are given valuable direction and support regarding various academic, business and personnel issues. The President of Roane State Community college must be familiar with these principles and adhere to their requirements. As Vice President of Student Learning, I have endeavored to have a working knowledge of TBR policies and guidelines. I have also instituted a schedule to regularly review Roane State policies to ensure that they are appropriate and compliant with the corresponding TBR policies and/or guidelines. Participation in TBR meetings, including Academic Sub-Council, has greatly benefited my understanding and application of TBR practices and protocol. Finally, the creation of the TBR Unified Community College System greatly enhances institutional opportunities to become familiar with Board policies and guidelines.

Employment History & Description of Duties

Vice President of Student Learning/Chief Academic Officer
Roane State Community College
2010 – Present
Provides leadership of all aspects of student learning in Roane State’s ten county (expanded) service area, including credit programs, workforce training, distance education, and academic support services Library, Learning Center and Learning Support, Advisement and Articulation)

Dean of Social Science, Business & Education
2002 - 2010
Provided leadership for division consisting of twenty-seven programs and disciplines, both in transfer and career areas; provided leadership for development of curriculum for A.A.S. Early
Childhood Education, A.S.T. Associate of Science in Teaching, A.A.S. Business Management –
General Business Option and Technical Certificate in Homeland Security

Professor of Legal Studies - Roane State Community College
(Associate Professor 2002-2007)
(Assistant Professor 1997-2002)
(Program Director 1997- 2010)
Provided leadership of A.A.S. program including curriculum development, advising and adjunct supervision

Private Practice of Law
Van Hook & Whaley
1994-1997
Private practice of law, primarily in the areas of civil litigation, juvenile law and domestic relations

**Education**

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<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year(s)</th>
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<tbody>
<tr>
<td>Doctor of Jurisprudence</td>
<td>University of Tennessee College of Law,</td>
<td>1994</td>
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<tr>
<td></td>
<td>Knoxville, TN</td>
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<tr>
<td></td>
<td><em>Awards</em>: Academic Excellence in Trial Practice &amp; American Jurisprudence Award</td>
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<tr>
<td>B.S. Political Science</td>
<td>Middle Tennessee State University,</td>
<td>1991</td>
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<td></td>
<td>Murfreesboro, TN</td>
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<tr>
<td></td>
<td><em>Awards</em>: C.C. Sims Award - Outstanding Graduate in Political Science</td>
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<tr>
<td>A.A. Social Science</td>
<td>Roane State Community College, Harriman, TN</td>
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<tr>
<td></td>
<td><em>Awards</em>: Outstanding Alumnus Award (2005), President’s Award</td>
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<td><em>Summa Cum Laude</em></td>
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**License/Certification**

Law License – State of Tennessee (1994-present)
*Licensed to practice law in all Tennessee Courts and in the United States District Court for the Eastern District of Tennessee*

Rule 31 Civil Mediator – State of Tennessee (2002-present)
*Approved to mediate all civil matters in any Tennessee Court*

**Publications**

<table>
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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Emphasis on Ethics (Quarterly Article)</td>
<td>In Brief</td>
<td>2006-2008</td>
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<tr>
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<td>Tennessee Paralegal Association</td>
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Biography of Kenesaw Mountain Landis

Great American Judges

Contemporary Legal Issues: Domestic Relations
Paralegal Studies Videos
West Legal Studies & CNN (2002)

Biography of Elihu Root

Great American Lawyers
ABC-CLIO Publishing (2001)

Advanced Probate Issues for Paralegals
Institute for Paralegal Education
Eau Claire, Wisconsin (2000)

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**Presentations**

American Association for Paralegal Education 2009 Annual Conference Presentation Title: Embedded Video & The Inverted Classroom Portland, OR

American Association of Colleges for Teacher Education 2005 Annual Conference; Presentation Title: Building a Successful 2+2 Partnership: Universities & Community Colleges Washington, D.C.

American Association for Paralegal Education 2000 Annual Conference Presentation Title: Integrating Child Support Law Into Paralegal Studies Programs Chicago, IL

Institute for Paralegal Education Continuing Education Seminar 2000 Presentation Title: Advanced Issues in Probate Law Knoxville, TN


Various presentations: Leadership Roane County, Kingston and Harriman Rotary Clubs, and school career days

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**Conferences**

2012 Harvard Institute for Educational Management (upcoming) Cambridge, MA

2012 Access To Success (A2S) Annual Conference Washington D.C.

2011 Southern Association for Colleges & Schools Annual Meeting Orlando, FL

2010 Southern Association for Colleges & Schools Annual Meeting Louisville, KY

2009 American Association for Paralegal Education Annual Conference Portland, OR

2008 American Association for Paralegal Education Annual Conference Dallas, TX

2007 American Association of Community Colleges Future Leaders Institute Jacksonville, FL

2007 American Association for Paralegal Education Annual Conference Baltimore, MD