

Thomas D. Cox

Education

Degrees:

Ed.D. Higher and Adult Education, University of Memphis, 2004

M.A. Liberal Studies, University of Memphis, 2002

B.S. Social Science, Blue Mountain College, 1992

A.A. Social Studies, Itawamba Community College, 1991

Other Education

M.A. Teaching English to Speakers of Other Languages (TESOL), University of Central Florida, 2018

Graduate Certificate in Teaching English as a Foreign Language (TEFL), University of Central Florida

Academic Experience

Associate Professor -Program Coordinator University of Central Florida
(08/2016 - Present) Tenured and Promoted in August 2016

Assistant Professor

08/2012-08/2016

Higher Education Leadership

College of Community Innovation and Education
Orlando, Florida 32816

Responsibilities include teaching graduate level (masters and doctoral) courses (3/3 teaching load); coordinating the Ed.D. and Ph.D. programs, the College Teaching and Learning M.A. degree as well as the Graduate Certificate in College Teaching & Learning, Academic Advising, and Athlete Support Services; advising master's and doctoral degree students; conducting all aspects of program level assessment and review and chairing, co-chairing, and serving on dissertation committees; maintaining active research agenda, seeking internal and external funding, scholarly publications; and participating in professional, university, college, departmental, and programmatic related service. Administrative duties include hiring at least two adjunct professors per semester, course scheduling, program recruitment and cohort building, and creation of program assessment plans to demonstrate institutional effectiveness by collecting data, analyzing and reporting results, and designing program improvement goals and objectives and Fall 20 and Spring 21 collected data and wrote program self-study for Academic Program Review (APR)

Assistant Professor

(08/2009 - 08/2012)

University of Houston-Victoria

Positive 3 year review and came to UCF

Adult and Higher Education Program

School of Education and Human Performance
Victoria, Texas 77901

Founded and created the new fully online Master's degree (M.A.) in Adult and Higher Education from the "ground up", guided the degree and program through University, UH system, and state level approval process; wrote the SACS prospectus and crafted the program assessment plan and goals; hired adjunct faculty, supervised 2 graduate students, created the degree plan and all course syllabi, admissions requirements, and recruited the first 25 students that began in the Fall 2010; responsibilities included teaching masters level courses (3/3 teaching load); advising masters students, maintaining active research agenda and scholarly publications; and participating in professional, university, college, departmental, and programmatic related service. I taught the first "Freshman Seminar" course ever offered on the campus. I served as the SGA faculty advisor and was involved in student activities.

Instructor

(08/2006 - 08/2009)

University of Memphis

Master of Arts in Liberal Studies Program

University College
Memphis, Tennessee 38152

Responsibilities included teaching non-traditional adults graduate courses (4/4 teaching load) in the Master of Arts in Liberal Studies Program and the Master of Professional Studies in Strategic Leadership

Program. These courses were taught using online, hybrid, on-campus and off-campus classroom modes. Additional responsibilities include advising graduate students toward degree completion, chairing Master's theses and capstone projects, and close collaboration with other faculty and staff. Research and service were not part of this teaching role, though I participated in those areas also.

Professional Experience

Student Development Counselor
(08/2004-08/2006)

University of Memphis
Dr. Carl Chando, Director
Undergraduate Academic Advising Center
Memphis, Tennessee 38152

Responsibilities included coordinating departmental academic advising efforts for undecided, pre-major, developmental (underprepared) and non-degree seeking students; advising a caseload of 400 included knowledge and dissemination of information regarding general education and major course requirements as well as support services and university policies and regulations; supervision included coordinating with academic departments and counseling center staff for accuracy of information about degree requirements, graduation requirements, and curriculum changes; Serving on search committees for new advisors and supervising student workers. Additional responsibilities included teaching the first-year experience course-ACAD 1100.

Graduate Assistant
(01/2003 - 08/2004)

University of Memphis
Dr. Patricia Murrell, Major Professor
Memphis, Tennessee 38152

Responsibilities included assisting with teaching doctoral courses, conference presentations, conducting literature reviews related to higher education, learning styles, adult education, adult development, and collecting data from the Community College Student Experience Questionnaire (CCSEQ).

Awards

Scholarship of Teaching & Learning Award University of Central Florida
(April 2017) Orlando FL 32816

Excellence in Graduate Teaching Award College of Education and Human Performance
(April 2016) University of Central Florida
Orlando, Florida 32816

Distance Education Advising Award University College
(April 2008) University of Memphis
Memphis. Tennessee 38152

National Service

External Reviewer (Invited) Reviewed dossier for Dr. Jonathan Taylor, Associate Professor, for Tenure at Auburn University. August 2020

External Reviewer (Invited) Reviewed dossier for D. Cathy Cherrstrom, Assistant Professor, for Promotion and Tenure -Texas State University. July 2020.

President – American Association for Adult and Continuing Education. October 2020 to Present.

President Elect - American Association for Adult and Continuing Education. Elected June 2019 in a national election. October 2019-2020.

President

Adult Higher Education Alliance

(2014-2016)

The Adult Higher Education Alliance (AHEA) is a national association engaged in action learning, reflection and discussion and is united by its commitment to adult students, adult education professionals, degree programs for adults, and research supporting adult higher education. The AHEA holds an annual conference, publishes conference proceedings as well as a book in our annual book series. I served a term as president-elect, two terms as president, and one term as past-president.

Secretary/Treasurer

American Association of Adult and Continuing Education

(2009-2011)

The American Association of Adult and Continuing Education (AAACE) is a national organization that seeks to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives. I served as the Secretary/Treasurer for its Commission of Professors of Adult Education (CPAE) from 2009-2011. I was nominated for the Early Career award in 2010 and served on the 2010 Conference Committee and as a conference reviewer.

Publications

National and International

31. Cox, T. & Alcivar, D. (2021). Supporting Institutional Agents: Teaching, Advising, and Serving Students Who are Undocumented or with DACA Status. *Journal of Hispanic Higher Education. Revised and Resubmitted July 2021.* Impact Factor 1.6
30. Cox, T. & Raditch, J. (2021). Teaching Online and Cyberbullying: Exploring Higher Education Cyberbullying Policies in the Florida State University System. *The Journal of Effective Teaching in Higher Education. Accepted pending Revisions for August 2021.*
29. Becker, R., & Cox, T. (2021). An Investigation of Comparative Hispanic Student Success in Calculus I at Four State of Florida Universities. *The Journal of the Scholarship of Teaching and Learning. Submitted and Under Review August 2020. "Please note: due to COVID-19, we are experiencing a longer than average delay in the review process."*
28. Cash, C., Cox, T., & Hahs-Vaughn, D. (2021). Distance Educators Attitudes and Actions towards Inclusive Teaching Practices. *Journal of the Scholarship of Teaching and Learning*, 21(2). <https://doi.org/10.14434/josotl.v21i2.27949>
27. Cox, T. (2020). State College Retention and Completion Incentives: Student Perceptions. *Journal of Education and Human Development*. 9(4) 146-155.
26. Krsmanovic, M., Cox, T., & Johnson, J. (2020). Who Improves Most? The Differences in First-Year Students' Learning Attitudes and Behaviors Measured by College Success Factor Index. *The Journal of the Scholarship of Teaching and Learning*. 20(2) 1-14.
25. Cox, T., and Gloysten, K. (2019). The Post-Graduation Impact of Intentional Reflective Practices during Employment in a College Outdoor Program. *Journal of Education and Human Development*. 8(3) 16-24.
24. Cox, T., Ogle, B. * & Campbell, L.O. (2019). Investigating challenges and preferred instructional strategies in STEM. *The Journal of Postsecondary Education and Disability*. 32(1) ISSN 2739-7762 (print) 2328-3343 (online) Acceptance Rate: 30%
23. Peker, H., Regalla, M., & Cox, T. (2018). Teaching and learning vocabulary in context: Examining engagement in three prekindergarten French classrooms, *Foreign Language Annals*. 51(2) 472-483.

22. Campbell, L.O., & Cox, T. (2018). Digital video as a personalized learning assignment: A qualitative study of student authored video using the ICSDR model. *The Journal of the Scholarship of Teaching and Learning*, 18(1) 11-24.
21. Cox, T. & Britt, J. (2017). Community college developmental education: A correlational study of emerging modalities. *Journal of Education and Human Development*, 6(4), 7-16.
20. Cox, T., & Lemon, M. (2016). A Curricular Intervention for Teaching and Learning: Measurement of Gains of First-Year Student Learning. *The Journal of the Scholarship of Teaching and Learning*, 16(3), 1-10. Acceptance Rate: 15%
19. Plante, J., & Cox, T. (2016). Integrating interview methodology to analyze inter-institutional comparisons of service-learning within the Carnegie community engagement classification framework. *The Journal of Academic Administration in Higher Education*, 12(1), 65-72.
18. Murray, L., Plante, J., & Cox, T. (2015). Service-Learning: Creating opportunities to expand students' worldviews. *The Journal of Learning in Higher Education*, 11(2), 51-60.
17. Storey, V., & Cox, T. (2015). Utilizing TeachLivE™ (TLE) to build educational leadership capacity: The development and application of virtual simulations. *Journal of Education and Human Development*, 4(2), 41-49.
16. Cox, T. (2015). Adult education philosophy: The case of self-directed learning (SDL) strategies in graduate teaching. *The Journal of Learning in Higher Education*, 11(1), 17-22.
15. Cox, T., Plante, J. & Murray, L. (2014). Undergraduate student diversity paradigm expansion: The role of international service learning. *International Forum of Teaching and Studies Journal*, 10(1), 3-13.
14. Cox, T., & Lacoste, D. (2014). Creating curricula: Connections to the classroom. *The International Journal of Pedagogy and Curriculum*, 21(1), 19-26.
13. Cox, T. (2013). Adult learning orientations: The case of language teachers in Peru. *International Forum of Teaching and Studies Journal*, 9(1), 3-10.
12. Cox, T. (2013). Learning styles and admission criteria as predictors of academic performance of college freshmen. *Institute of Learning Style Research Journal*, 1, 1-10.
11. Cox, T. (2011). The absent graduate student: An A-B-A single subject experiment in online discussions. *The Journal of Effective Teaching*, 11(2), 95-108.
10. Cox, T. (2011). Imag-i-nation vs. imag-e-nation: The question for liberal studies. *The International Journal of Learning*, 18(2), 37-44.
9. Cox, T. (2010). Back to the future: How adults use past experiences to create their futures. *The International Journal of Learning*, 17(6), 63-70.
8. Cox, T., & Mayorga, M. (2010). Perceptions of differences in components of faculty development: Implications for higher education. *Journal of Academic Leadership*, 8(4).
7. Cox, T. (2008). Factors contributing to adult student persistence in a master of arts in liberal studies program. *Confluence: The Journal of Graduate Liberal Studies*, 18(2), 136-143.
6. Cox, T. (2008). Adult learners and foreign language acquisition: A behaviorist analysis. *The International Journal of Learning*, 15(1) 33-36.
5. Cox, T. (2008). Learning styles and students' attitudes toward the use of technology in higher and adult education courses. *Institute of Learning Style Research Journal*, 2, 1-13.

State

4. Brooks, C., Mullins, B., & **Cox T.** (2010). Transforming communities through continuing education: Court and clergy partnerships. *PAACE Journal of Lifelong Learning*, 19, 55-64.
3. **Cox, T.** (2009). Teacher voice used to transform the developing adult in an online course. *Perspectives: The New York Journal of Adult Learning*, 7(2), 36-43.
2. **Cox, T.** (2008). Digging deeper into followership in the adult classroom. *Perspectives: The New York Journal of Adult Learning*, 6(1), 43-47.
1. **Cox, T.** (2007). Andragogy inside out and outside in: When to know what and what to know when. *Perspectives: The New York Journal of Adult Learning*, 5(2), 7-18.

Books

- Cox, T.** (Ed). (2014). *Case studies for the new professor: Surviving the jungle of the academy*. Charlotte, NC: Information Age Publishing.
- King, K. P. & **Cox, T.** (Eds.) (2011). *The professor's guide to taming technology: Leveraging digital media, web 2.0, and more for learning*. Charlotte, NC: Information Age Publishing.

Book Chapters

- Plante, J.D. & **Cox, T.** (2018). Integrating case study methodology to analyze intra- and inter-institutional comparisons of service-learning within the Carnegie Community Engagement Classification Framework. In V.C.X. Wang (Ed.), *Encyclopedia of Positive Scholarship for Global K-20 Education* (pp. 113-130). Hershey, PA: IGI Global.
- Plante, J., Murray, L. & **Cox, T.** (2017). More lessons without borders: A qualitative study of international service-learning. *Encyclopedia of Strategic Leadership and Management*. Hershey, PA: IGI Global, Vol 3 p. 1412-1429.
- Truitt, J., Plante, J., **Cox, T.**, & Robinson, S. (2017). Strategic leadership: Developing 21st century citizens who invest their time, talent, and treasure in service to others. *Encyclopedia of Strategic Leadership and Management*. Hershey, PA: IGI Global, Vol 3 p.1640-1657.
- Cox, T.** & Lobeto, F. (2014). The graduate student advocate. In Cox, T. (Ed.), *Case studies for the new professor: Surviving the jungle of the academy* (pp.49-52). Charlotte, NC: Information Age Publishing.
- Cox, T.** (2014). The clueless leader. In Cox, T. (Ed.), *Case studies for the new professor: Surviving the jungle of the academy* (pp. 17-19). Charlotte, NC: Information Age Publishing.
- Cox, T.** (2014). Preparing for life in the academy. In Cox, T. (Ed.), *Case studies for the new professor: Surviving the jungle of the academy* (pp.1-6). Charlotte, NC: Information Age Publishing.
- Cox, T.** & King, K. (2011). Using digital media in higher education: An adult learning perspective. In King & Cox, (Eds.), *The professor's guide to taming technology: Leveraging digital media, web 2.0, and more for learning* (pp.3-14), Charlotte, NC: Information Age Publishing.
- King, K., & **Cox, T.** (2011). Video development and instructional use: Simple and powerful options. In King & Cox, (Eds.), *The professor's guide to taming technology: Leveraging digital media, web 2.0, and more for learning* (pp. 67-88). Charlotte, NC: Information Age Publishing.
- Cox, T.** & Williams, A. (2011). Virtual office hours. In King & Cox, (Eds.), *The professor's guide to taming technology: Leveraging digital media, web 2.0, and more for learning*, (pp.135-150). Charlotte, NC: Information Age Publishing.

- King, K. & **Cox, T.** (2011). Action steps for continued faculty success in taming technology. In King & Cox, (Eds.), *The professor's guide to taming technology: Leveraging digital media, web 2.0, and more for learning*, (pp.261-270). Charlotte, NC: Information Age Publishing.
- Cox, T.** (2010). Self-directed learning and management development. In S. Schmidt (Ed.), *Case studies and activities in adult education and human resource development* (pp.138-139). Charlotte, NC: Information Age Publishing.

Peer Reviewed Conference Proceedings

- Krsmanovic, M., *Cox, T.*, & Johnson, J. (August, 2019). Who Improves Most? The Differences in First-Year Students' Learning Gains as Measured by the College Success Factor Index. Published from a paper presented at the *Conference on Student Transitions and Retention* in Melbourne Australia.
- Modupe, S., Shalander, S., and **Cox, T.** (March, 2018). Connecting the challenges faced by foreign-born students in higher education. Published from a paper presented at *the Adult Higher Education Alliance* annual conference in Orlando Florida.
- Cox, T.** (March, 2014). The professional doctorate: A paradigm shift in the definition of research. *International Conference on the Professional Doctorate (ICPD)*. Published from a paper presented in Wales, United Kingdom.
- Aliki, N., Chlup, D., Redmon-Wright, R., Coryell, J., Ramdeholl, D., & **Cox, T.** (June, 2012) Who are we becoming? A critical, communicative, reflective, transformative, time inquiry into the coming-to-be- of adult education in the early 21st century. In *Adult Education Research Conference Proceedings* (pp. 412-419). Saratoga Springs New York.

Non-Refereed Publications

- Cox, T.**, & Campbell, L.O. (2015, September 8). [Review of the book *Redesigning America's Community Colleges: A Clearer Path to Student Success*]. *Teacher's College Record*. <http://www.tcrecord.org> ID Number: 18096 **Invited Review**
- Cox, T.** (2007). Transformational learning and the AAACE conference. *Adult Learning Quarterly*. 17(1) p.18.
- Cox, T.** (2008). Human Frailty. [Review of the book *The Politics of Human Frailty: A Theological Defense of Political Liberalism*. Notre Dame, IN: University of Notre Dame Press.] *The Journal of Interdisciplinary Studies*, 20(1) 204-205.

Dissertation

- Cox, T.** (2004). Learning styles and student attitudes toward the use of technology in adult and higher education courses. (Doctoral dissertation, The University of Memphis, 2004). *Dissertation Abstracts International*, 65, 4124. (UMI No. 3153936)

Presentations

National and International

- Krsmanovic, M., **Cox, T.**, & Johnson, J. (2019, July). Who Improves Most? The Differences in First-Year Students' Learning Gains as Measured by the College Success Factor Index. A paper presented at the Conference on Student Transition and Retention in Melbourne, Australia.

- Cox, T.** (2018, June). Improving Instructional Strategies in Higher Education for Students with a Learning Disability by Cox, Ogle and Campbell. A paper presented at the 20th International Conference on Higher Education held in Paris, France.
- Modupe, S., Shalander, S., and **Cox, T.** (2018, March). Connecting the challenges faced by foreign-born students in higher education. A paper presented at the Adult Higher Education Alliance annual conference in Orlando Florida.
- Cox, T.** (2018, March). *Advising professional doctoral candidates toward a successful research paradigm: A strategy for faculty supervisors.* A paper presented at the UK Council of Graduate Education Annual Conference in London England.
- Cox, T.** (2017, March). Adult Learning Strategies Applied to Doctoral Supervision. A paper presented at the International Conference of Doctoral Education in Orlando, FL.
- Cox, T.** (2016, March). *Doctoral advising and faculty effectiveness.* A poster presented at the 5th International Conference on the Professional Doctoral Education (ICPDE) in Belfast, Ireland.
- Cox, T.,** & Prasuhn, P. (2015, March). *The developmental stages of academic and professional conference attendance: A model for engagement.* A Paper presented at the Annual Conference of Association of Non-Traditional Students in Higher Education (ANTSHE).
- Cox, T.** (2015, March). *Perceptions of faculty effectiveness in doctoral candidate's dissertation topic choice: Practical strategy vs. theoretical approach.* A paper presented at the 4th International Conference of Doctoral Education (ICDE) in Orlando, FL.
- Cox, T.** (2014, November). *Adult education philosophy: The case of self-directed learning (SDL) strategies in graduate teaching.* A paper presented at the American Association of Adult and Continuing Education Conference (AAACE) in Charleston, SC.
- Cox, T.** (2014, April). *The professional doctorate: A paradigm shift in the definition of research.* A paper presented at the 4th International Conference on Professional Doctorates in Wales, U.K.
- Cox, T.** (2014, July). *Creating Curricula: Connections to the Classroom.* A paper presented at the 21st International Conference on Learning in New York, NY.
- Murray, L., Plante, J., & **Cox, T.** (2014, March). *Lessons without borders: The impact of international service-learning on a student's worldview.* A paper presented at the 2014 National Association of Student Personnel Administrators conference in Baltimore, MD.
- Robinson, M.G., & **Cox, T.** (2013, October). *Discussing what works: Strategies for senior-year experiences. A roundtable discussion held during the 20th National Conference on Students in Transition in Atlanta, GA.*
- Cox, T.** (2013, March). *Examining college bound students' e-expectations of university websites.* A paper presented at the 2013 Information Fluency Conference at the University of Central Florida in Orlando, FL.
- Cox, T.** (February, 2013). *Traditional and online classrooms: Are the lines becoming blurred?* A paper presented at the Globalization, Information, Policy & Knowledge International Conference at the University of Central Florida in Orlando, FL.
- Cox, T.** (2012, May). *What is the 21st century discipline of adult education?* A paper presented as part of a symposium at the 2012 Adult Education Research Conference in Saratoga Springs, NY.
- Cox, T.** (2011, October). *Adult learning and the benefits of attending a professional conference.* A paper presented at the American Association of Adult and Continuing Education (AAACE) annual conference in Indianapolis, IN.

- Cox, T.** (2011, January). *The Holocaust and higher education: Inclusion and other issues of teaching sensitive topics*. A paper presented at the World University Forum in Hong-Kong, China.
- Cox, T.** (2010, June). *The idea of a university: From John Henry Newman to the multiversity and beyond*. A paper presented at the annual Symposium of Interdisciplinary Studies in Pasadena, CA.
- Cox, T.** (2010, May). *Locating the absent graduate student: An A-B-A- experiment in online discussions*. A paper presented at the United States Distance Learning Association (USDLA) annual conference in St. Louis, MO.
- Cox, T.** (2009, November). *Teacher voice used to transform the adult learner*. A paper presented at the American Association of Adult and Continuing Education (AAACE) annual conference in Cleveland, OH.
- Cox, T.** (2009, October). *Imag-i-nation vs. imag-e-nation: The question for liberal studies*. A paper presented at the American Association of Graduate Liberal Studies (AGLSP) Conference in Orlando, FL.
- Cox, T.** (2008, November). *Back to the future: How adults create the future from the experiences of the past*. A paper presented at the American Association of Adult and Continuing Education (AAACE) Conference in Denver, CO.
- Cox, T.** (2008, June). *Adult learners and foreign language acquisition: A behaviorist analysis*. A paper presented at The International Learning Conference in Chicago, IL.
- Cox, T.** (2007, November). *Andragogy inside out and outside in: When to know what and what to know when*. A paper presented at the American Association of Adult and Continuing Education (AAACE) Conference in Norfolk, VA.
- Cox, T.** (2003, November). *Recognizing learning styles and teaching to all students*. A paper Presented at the 2003 Kappa Delta Pi International Education Honor Society Biennial Convocation in St. Louis, MO.

Invited Workshops and Keynotes

- Cox, T.** (2010, August). *Self-reflection and its role in improving teaching and From pedagogy to andragogy: Do I teach adults or children?* Conducted a two-day faculty development workshop for Wharton County Junior College in Wharton, TX.
- Cox, T.** (2009, April). Keynote Speaker. *Converting adult development theory to practice in a service profession*. The annual conference of the Tennessee Association of Dental Hygienists in Memphis, TN.
- Cox, T.** (2008, August). Keynote Speaker. *Assessment of adult learners and creating an adult learner centered syllabus*. The University of Tennessee College of Allied Health annual faculty retreat in Memphis, TN.

Grant Funding Activities

Federal

Nnadi, F., & **Cox, T.** (2015). **(Co-Principle Investigator)** *Research Initiation to Understanding Adult Learners' Experiences in Undergraduate Engineering Education (UCF Internal Research ID 1058793)*. National Science Foundation \$146,803. This is a collaboration between College of Engineering and College of Education & Human Performance. The goal of the proposed study is to use qualitative methods to investigate how an adult learner's stage of development will influence their ability to manage their multiple roles. It will also investigate how the level of role management will influence their ability to become actively

engaged in formal and informal processes and value systems, which is required to grow and sustain in engineering profession. (External Funding: Under Review)

Cox, T. (2013). (*Principle Investigator*) Adult education approaches to HIV/AIDS education. (UCF Internal Research ID 1056952). National Institute of Health The purpose of this funding request is to investigate the need to incorporate adult education pedagogies into HIV/AIDS education. The National Institute of Health (NIH 03) PA-12-294 Drug Abuse Aspects of HIV/AIDS. \$100,000 (External Funding: Not Funded).

University (In-House)

Cox, T. (2016). (*Principal Investigator*) Tony Jennings Exceptional Education Institute (TJEEI) Grant Funding Program. *An exploration of service-learning experiences for the exceptional learner in the university setting.* The purpose of this project was to create opportunities for university students who are identified as exceptional learners or with disabilities to engage in service learning. This focus on community-based learning activities by exceptional learners not only challenges the existing paradigm by examining and reporting the experiences of these unique participants, but also begins to bridge the obvious gap in research on the exceptional learner and community-based learning within the context of higher education settings. \$5000 (Internal Funding: Funded).

Botts, G., Cintron, R., **Cox, T.** & Owens, T. (2014). (*Collaborator*) *Increasing Research Fluency for SLS faculty.* The Strategies for Student Success (SLS 1501) course, a partnership between Student Development and Enrollment Services (SDES) and the Higher Education and Policy Studies (HEPS), has undergone an extensive course redesign aimed at orienting students to a research-based university and familiarizing students to the academic rigors and expectations of college level work. A critical component of the course redesign has been becoming anchored in strategies proven to lead to student success. This project will provide professional development and training for faculty with clear outcomes so that SLS faculty can more successfully communicate the skills required to proficiently engage in the program's research-oriented textbook. University of Central Florida Office of Information Fluency. \$3000 (Internal Funding: Funded).

Community Service

Cox, T. (April 2008) "Reading is Fun" Grant-Kappa Delta Pi-Education Honor Society. Somerville Elementary School. Secured to purchase age appropriate books for classrooms and the library. \$500 (Funded).

Cox, T. (April 2007) "Reading is Fun" Grant-Kappa Delta Pi-Education Honor Society. Memphis BioWorks Foundation School. Secured to purchase age appropriate books for classrooms and the library. \$500 (Funded).

Editorial Activities

Editor and Editorial Board

2020-September	Manuscript Review - Facilitated Learning Spaces for Intentional Belonging in Post-Secondary Education - Bridging the Chasm Dividing Education and Community- <i>Journal of Transformative Learning</i>
2020-October	Manuscript Review - A Framework for Evaluating Distance Learning of Environmental Science in Higher Education using Multi-Criteria Group Decision Making. <i>Journal of Applied Research in Higher Education</i>
2020-March	Manuscript Review "Why are Academics of Science More Productive Than Those of Social Science? Evidence from Indonesia." <i>Journal of Applied Research in Higher Education</i>
2018-November	Reviewed article "In-service and Pre-Service Teachers' Perceptions of Transformation and Observed Classroom Teaching Practices to Become

Linguistically and Culturally Responsive Content Teachers: Quality Teachers for English Learners" *Journal of Transformative Learning*.

- 2018- June Reviewed article "'Facilitating motivation for self-directed learning through appreciating modes of learning" for *Adult Learning*.
- 2014 - Present Editorial Board Member, *Adult Learning*. A publication of the American Association of Adult and Continuing Education (AAACE).
- 2014 Associate Editor, *The International Journal of Humanities Education*
- 2014 Associate Editor, *The International Journal of Pedagogy and Curriculum* (21) 1.
- 2014 - Present Editorial Board Member, *Building Sustainable Futures for Adult Learners*. Annual book series of the Adult Higher Education Alliance (AHEA).
- 2013 Editorial Board Member, *Developing and Sustaining Adult Learners* Annual Book Series of the Adult Higher Education Alliance (AHEA).
- 2013 - Present Editorial Board Member, *Academic Leadership Journal in Student Research*
- 2012 - Present Editorial Review Board of the *International Forum of Teaching and Studies Journal*
- 2012 Editorial Board Member, *21st Century Adult Learning in our Complex World*. Annual book series of the Adult Higher Education Alliance (AHEA).
- 2012 Associate Editor, Volume 18, *The International Journal of Learning*.
- 2011 - Present Submission Review Board, *Administrative Issues Journal*
- 2009 Editorial Board Member, *New York Journal of Adult Learning*
- 2008 - Present Editorial Board Member, *Learning Styles Research Journal*
- 2007 Associate Editor, Volume 15, *The International Journal of Learning*

Invited and Guest Reviews

- 2014-Present Reviewed three manuscripts for *Adult Learning*.
- 2014 Proposal Reviewer for 2014 American Educational Research Association (AREA)
- 2013-Present Review manuscripts for *Journal of Service Learning in Higher Education*
- 2013 Invited to review *Success in College: Doing What works!* A textbook by Cengage publishing.
- 2011 Reviewed manuscripts for *The Internet and Higher Education*
- 2010 Proposal reviewer for the 2011 American Association of Adult and Continuing Education (AAACE) Conference
- 2010 Reviewed manuscripts for *Administrative Issues Journal: Education Practice and Research*
- 2006-Present Review manuscripts for *New Horizons in Adult Education and Human Resource Development*.

Teaching Experience

University of Central Florida Dissertation Activity

Chair (30)

Cooke, B. *An Investigation of Entry-Level Leadership Identity Development in Residence Life*
Chair: Dr. Thomas Cox
Defended: July 2021

Esquenazi, C. *An Exploration of Campus-Wide Pauses of Fraternity and Sorority Communities: Utilizing a Four Frame Approach*
Chair: Dr. Thomas Cox
Defended: July 2021

Seawright, L. *Exploring the Intersection of Spiritual and Sexual Orientation Identity Development in LGBT Undergraduate Graduates of Faith-Based Institutions*
Chair: Dr. Thomas Cox
Defended: Fall 2020

Lane, C. *Online Education Implementation Processes and The Preparedness of Mid-level Enrollment Management Practitioners to Develop Quality Services for Fully Online Students*
Chair: Dr. Thomas Cox
Defended: Fall 2020

Heller, M. *Podcasts as Informal Learning Tools: Graduate Students' Experiences with Podcasts as Self-Directed Learning*
Chair: Dr. Thomas Cox
Defended: Fall 2020

Bonne, J. *Investigating How First Year College Students Use Smartphones to Receive Parental Support*
Chair: Dr. Thomas Cox
Defended: Fall 2020

Withington, A. *Aspirational Ethos: An Exploration of Self-Efficacy and Motivation of First-Generation Students Who Pursue the Master's Degree*
Chair: Dr. Thomas Cox
Defended; Summer 2020

Schoenfeld, A. *An Investigation of Post-Secondary Education Programs: Students with Intellectual Disabilities*
Chair: Dr. Thomas Cox
Defended: Summer 2020

Robinson, N. *Student Affairs Fundraising: A Comparative Case Study of Two Programs at Public Research Universities*
Chair: Dr. Thomas Cox
Defended; Summer 2020

Pabian, P. *The Impact of an Inter-Professional Education Curriculum on the Clinical Practice of Physical Therapy Doctoral Students*
Chair: Dr. Thomas Cox
Defended: Summer 2020

Noboa, L. *The Transition Through Higher Education: AN Exploration of Challenges, Barriers, and Support Services for Student-Athletes*

Chair: Dr. Thomas Cox

Defended: Summer 2020

Hartkopf, S. *Exploring Influences on Black Student Study Abroad Participation*

Chair: Dr. Thomas Cox

Defended: Summer 2020

Alcivar, D. *AN Exploration of Interactions Between Institutional Agents in College Students Who are Undocumented in the United States.*

Chair: Dr. Thomas Cox

Defended: Summer 2020

Huston, J. *An Exploration of Evolving Faculty Instructional Beliefs and Practices Viewed Through The Lens of Transformative Learning*

Chair: Dr. Thomas Cox

Defended: Spring 2020

Garib, V. *Using High Impact Practice Characteristics and Career Readiness Competencies to Examine A College Work Experience Program.*

Chair: Dr. Thomas Cox

Defended: Spring 2020

Becker, R. *A Comprehensive Investigation of Hispanic Student Success in gateway STEM Courses at Five State of Florida Institutions.*

Chair: Dr. Thomas Cox

Defended: Spring 2020

Raditch, J. *Teaching Online and CyberBullying: Evaluation of Higher Education Bullying Policies in the State of Florida*

Chair: Dr. Thomas Cox

Defended Fall 2019

Krsmanovic, M. *The Stories of Transition: A Qualitative Exploration of International Undergraduate Students' Academic Experiences in First-Year Seminar Courses in the United States*

Chair: Dr. Thomas Cox

Defended: Summer 2019

Pina, M. *Engineering Student Internships and their Contribution to the Development of Self-Efficacy.*

Chair: Dr. Thomas Cox

Posthumous Degree Awarded Spring 2019

Cash, C. . *Universal Design for Learning within Online Course Environments: Measuring the Differences in Preparation, Motivation, and Training Preferences between Full-Time and Part-Time Faculty*

Chair: Dr. Thomas Cox

Defended: Fall 2018

Ogle, B. *An Investigation of Effective Teaching Strategies in Science fields.*

Chair; Dr. Thomas Cox

Defended: Summer 2017

Roberts, S. *Understanding the Developmental Stages of Adult Learners Pursuing a STEM Degree, and the Relationship to Faculty Mentoring at Four-Year Public Institutions of Higher Education.*

Chair: Dr. Thomas Cox

Defended: Spring 2017

Armstrong, T.

Chair: Dr. Thomas Cox

Defended: Spring 2017

Britt, J.. *An Exploration of Emerging Modalities of Developmental Education in a Florida State College*.
Chair: Dr. Thomas Cox
Defended: Fall 2016

Adcock, J. *Attrition and Retention of Teachers in Public School Settings*.
Chair: Dr. Thomas Cox
Defended: Summer 2016

Wyenberg, C. *Return on Investment of Marketing Strategies for Undergraduate Admissions*.
Chair: Dr. Thomas Cox
Defended: Summer 2016

Husko, N. *Public School Strategies for Teacher Retention*.
Chair: Dr. Thomas Cox
Defended: Summer 2016

Ayoub, Y. *Information Literacy and International Student Success in Large Institutions*.
Chair: Dr. Thomas Cox
Defended: Summer 2016

Murray, L. *Academic Motivations among Foster Care Alumni who Pursue Academic degrees at Four-Year Institutions*.
Chair: Dr. Thomas Cox
Defended: Fall 2015

Plante, J. *Inter- and Intra-institutional Comparisons of Carnegie Classifications of Student Engagement*.
Chair: Dr. Thomas Cox
Defended: Summer 2015

Teaching (Courses)

EDH 6047: Theories of College Student Development

This course is a general overview of the cognitive theories of college student development. Emphasis is placed on utilizing theory to understand and describe student learning, human behavior and development over the life span as it relates to student affairs/services. The course includes cognitive, moral and learning theories. Identity development within the theories will be a focus for this course.

EDH 6053: The Community College in America

This course is a study of the history, philosophy, mission and goals of the community college. It examines the functions, policies and practices that are shaped to meet local needs. *(Graduate)*
Fall 2012, Spring 2013, Summer, 2013, Fall 2013, Summer 2014 & Fall 2014

EDH 6081: Contemporary Problems in the Community College

This course is an analysis of the current issues facing community college and the possible issues of the future. *(Graduate)*
Spring 2013, Summer 2013, Spring 2014 & Summer 2014

EDH 6204: Community College Organization, Administration, and Supervision

This course is an analysis of the organizational structure and administrative functions of the community college as they relate to instruction and curriculum. *(Graduate)*
Spring 2014

EDH 6305: Teaching and Learning in the Community College

The course has as a focus teaching effectiveness in the community college. The course examines all aspects of the teaching/learning environment from student learning styles, syllabus creation, and classroom management. *(Graduate)*
Spring 2013, Spring 2014 & Fall 2014

EDH 6215: Community College Curriculum

This course is an examination of the background, development, function and goals of the curriculum in the community college. *(Graduate)*

Fall 2012, Fall 2013 & Fall 2014

EDH 6046: Diversity in Higher Education

This course analysis the issues of diversity that extend beyond individual relationships into the institution of higher education. The course examines the history of the college admission system, the growth of meritocracy, and the obsession with race/ethnicity while ignoring other aspects of diversity. *(Graduate)*

Spring 2013

**University of Houston-Victoria
School of Education**

AHED 6331: Program Planning and Development in AHED

This course presents an overview of designing, presenting, and evaluating programs in adult and higher education. *(Graduate)*

AHED 6332: Adult Development

This course combines lectures, resources and communicative power of the internet to create a learning community where students and instructor explore interact to explore, articulate, and learn about the developing adult at three stages: early adulthood, middle adulthood and late adulthood. *(Graduate)*

AHED 6333: The Adult Learner

This course will include but is not limited to material about learning theories in Adult Education, models, and principles and their application to the instructional process with adults. *(Graduate)*

AHED 6334: Foundations of Adult Education

This is an overview course designed to give participants an understanding of the field of practice in adult education. *(Graduate)*

AHED 6336: Continuing Professional Education

This course will provide a description, explanation and critique of the goals, processes, outcomes, and issues related to the continuing education of professionals. An exploration of the design, development and administration of these programs and activities for various professions will be undertaken. *(Graduate)*

AHED 6338: Research in Adult and Higher Education

This course is designed to provide students with an understanding of the research process and the ethical context within which research is conducted and provides basic skills needed to conduct and interpret qualitative and quantitative research on topics relevant to adult and higher education. *(Graduate)*

AHED 6346: Introduction to Student Services

This is a comprehensive study of critical issues and trends in higher education student services as reflected in current research. *(Graduate)*

AHED 6353: Ed. Leadership in Organizations

This course will investigate issues or leadership roles in organizational performance, and how theoretical conceptions of leadership have changed over time. Through readings and research, the course will examine the nature of effective leadership and how it is evaluated. *(Graduate)*

AHED 6354: Higher Education Finance

This course is designed to provide a working knowledge of the economic, finance, and policy context of the U.S. higher education system. It is also intended to introduce prospective college and university administrators to issues and practices related to higher education budgeting. *(Graduate)*

AHED 6356: IT Trends and Issues in AHED

This course will address the imperative that modern education administrators be skilled in assessing IT's role in managing operations, products, and services for students, faculty and staff by examining the current issues and trends in the field. *(Graduate)*

**University of Memphis
University College**

UNIV 7000: Foundations of Liberal Studies

This course is an analytical introduction to graduate liberal studies and its theoretical framework. Readings in and concerning the humanities, social sciences, and natural science will be examined. *(Graduate)*

Every semester Spring 2007to Spring 2009

UNIV 7100: Research in Interdisciplinary Studies

Methods of inquiry and research appropriate to graduate interdisciplinary studies. *(Graduate)*

Every semester Spring 2007to Spring 2009

UNIV 7200: Liberal Studies Seminar

This course is an interdisciplinary examination of a major issue, historical period, or theme. Topic may vary. *(Graduate)*

Every semester Spring 2007to Spring 2009

UNIV 7996 Special Project

Supervised research based upon knowledge and skills learned in the MALS program. Student may engage in a creative or performance component as well as empirical research. An oral defense is required. *(Graduate)*

Summer 2007, Summer 2008, & Summer 2009

UNIV 4527 The Developing Adult

This course is an exploration of the three areas of adulthood: early, middle and late and the life changes that occur including emotional and physical. *(Undergraduate)*

Summer 2007, Summer 2008, & Summer 2009

UNIV 4995 Senior Project

Academic research or other creative activity resulting in tangible project to demonstrate synthesis of student's Coordinated Study. *(Undergraduate)*

Summer 2007, Summer 2008, & Summer 2009

Teaching Enhancement Activities

2014 Writing Across the Curriculum (WAC) Fellow

University of Central Florida

The WAC Fellows program is a collaboration between the WAC Program and teams of faculty in different disciplines. The goal of this collaboration is the development of discipline-specific writing-related student-learning outcomes and assignments to support those outcomes. Participants also receive books on the teaching of writing in the disciplines.

Fellows work in teams of disciplinary faculty whereby they develop sets of writing-related learning outcomes that are appropriate for their disciplines and the courses they teach. Fellows also create sets of instructional materials, such as assignments, assessment instruments, and exercises, to support the achievement of those writing-related learning outcome by students (Sept-Dec 2014).

2013 Winter Faculty Development Conference, FCTL (Faculty Center for Teaching and Learning)

University of Central Florida

I studied and presented teaching as a vehicle for modelling leadership styles in higher education classrooms. How teachers can broaden their influence from only course content transfer to personal leadership skills development by modelling various leadership styles.

2013 Summer Faculty Development Conference, FCTL

University of Central Florida

This session examined the importance of faculty development in the SLS (first year experience) course and the creation of a training/faculty development model for practical use in the implementation of UCF's SLS course.

2013 Spring Faculty Learning Community, FCTL

University of Central Florida

I studied and presented teaching and collaboration with a reflection and learning group in order to think about our teaching and how collaboration can improve and inform our teaching.

2012 Fall Winter Faculty Development Conference, FCTL

University of Central Florida

I studied and presented about revisiting andragogy as an alternative to pedagogy in the classroom. The difference in characteristics of adult learners and children will be examined. Is this still a relevant question? Faculty must decide if they are to teach from an andragogical paradigm or a pedagogical one- or a combination of the two.

IDL 6543 Online Course Development Certification

University of Central Florida

IDL6543 is an award-winning, non-credit course for faculty provided by UCF's Center for Distributed Learning (CDL). IDL6543 models how to teach online using a combination of seminars, labs, consultations, and web-based instruction and is delivered in an M mode. The time commitment for this course is not inconsequential, in that it will require a minimum of 80 clock hours. The purpose of this faculty development course is to help faculty succeed as they develop and deliver a fully online ("W") or mixed mode ("M") courses. I redeveloped the course EDH 6053 The American Community College.

ADL5000 Advanced Distributed Learning for Technology-Mediated Course Delivery Certification

University of Central Florida

ADL5000 is a non-credit, online course for faculty who want to teach an existing online course. The purpose of ADL5000 is to help familiarize faculty with the design elements of the course/s they are inheriting and succeed in the delivery of the course/s! ADL5000 addresses many (but certainly not all) of the important pedagogical, logistical, and technological issues involved in delivering effective online courses. The time commitment for ADL5000 is approximately 35 clock hours.

2009 Mississippi Virtual Community College - Teaching Effectively Online Course Certificate

Itawamba Community College

This 2-week course addressed the important functions of teaching in Blackboard as well as the best practices in engaging students in discussion and overall course interaction. The important topics were timely student feedback, clear and orderly course organization, and the use of technology to enhance learning.

Service

University of Central Florida

University Level

- Faculty Senate Representative from ELHE/CCIE 2019-2020
- QEP Development Committee (May 2014 to 15)
- Presentation Judge for 11th Annual Graduate Research Forum (April 2014)
- Faculty Senate 2014-2016
- Faculty Senate Budget and Administrative Committee 2014-2016
- Presentation Judge for 11th Annual Graduate Research Forum (*April 2014*)
- Graduate Program Review and Awards Committee – a curricular council of the Faculty Senate (*2013-2016*)
- Presentation Judge for 10th Annual Graduate Research Forum (*April 2013*)
- Faculty Consultant – Dual Contract – Developed curriculum including choosing textbook, writing syllabus, course schedule, and lessons and materials for teaching for the newly restructured Student Life Skills course, SLS 1501. I also

developed and conduct the training program for all faculty who teach the course. This dual appointment was through the Office of Student Development and Enrollment Services-SDES. (*June –July 2013*)

- Graduate Faculty, College of Graduate Studies (*2012-Present*)

College Level

- TIP (Teaching Incentive Program) Selection Criteria and Procedures Committee (*2103-2014*)
- TIP Selection Criteria and Procedures Committee (*2012-2013*)

Department Level

- Academic Program Review – Data collection and analysis and program self-study reports for the Ed.D. and Ph.D. programs in Higher Education 2020-2021.
- Academic Program Coordinator – Higher Education Programs -Summer 2019-Present
- Institutional Effectiveness Administrator – Ed.D., Ph.D., and MA in College Teaching and Leadership, and 4 graduate certificates 2018, 2019, 2020
- Search Committee, HEPS Assoc./Full Professor (September-January 2014)
- Search Committee, Department Chair Search (CFCS) (*March 2014*)
- Child, Family and Community Sciences (CFCS) Faculty (*2012 – Present*)
- 2012-2013, 2013-2014, 2014-2015 Institutional Effectiveness plan, data collection and results report
- Annual Evaluation Examination and Recommendation Committee (*2013-2014*)
- Fall 2013 Community College Education Program Review Report
- 2012-2013 Institutional Effectiveness plan, data collection and results report
- Program Coordinator, M.A. in Community College Education (*2012-Present*)
- Instructor and Lecturer Promotion Committee CFCS (*April 2013 – Present*)
- Selection Committee, CFCS Associate Chair Position (*April 2103*)
- CFCS Best Practices in Teaching Committee (*2012-Present*)

University of Houston – Victoria

University Level

- SACS QEP Development Committee (*2011-2012*)
- UHV Institutional Effectiveness Steering Committee (*2011-2012*)
- UHV Freshman Scholarship Committee (*2010-2012*)
- Student Government Association Faculty Advisor (*2009-2012*)
- Student Conduct Review Board (*2011-2012*)
- First Year Experience Steering Committee and Instructor (*2010-2012*)
- UHV Food Service Advisory Committee (*2010-2012*)
- UHV Faculty Senate (*2009-2010*)

College Level

- Faculty Senate voting member for the College of Education and Human Performance (*2009-2010*)
- Founding Program Director, M.A. in Adult and Higher Education (*2009-2012*)
- Faculty Advisory Committee on Technology (*2010*)

Department Level

- Department of Leadership- Adult an higher Education- faculty member (*2009-2012*)

- Educational Leadership and Administration Program, search committee for Assistant/Associate Professor, tenure track faculty member (2011)
- Adult and Higher Education Program Coordinator (2009-2012)

University of Memphis

University Level

- Faculty Senate (2008-2009)
- Chair of Academic Policies Committee (2008-2009)
- Marcus Orr Higher Education Lecture Series committee, (2008-2009)
- Faculty and Staff Annual Campaign Steering Committee for the Annual Fund Raiser of the University (2005-2009)

College Level

- Master of Arts in Liberal Studies/Master of Arts in Professional Studies admission committee (2006-2009)
- College of Education Curriculum Committee for program changes and new requirements. (2005)
- Higher and Adult Education Ed.D. program search committee for assistant professor, tenure track (2004)
- University College Alumni Association, Treasurer (2004-2007)

Department Level

- Instructor, Master of Arts in Liberal Studies program (2006-2009)
- Advising M.A.L.S. students, teaching program courses and chairing as well as serving on graduate capstone projects.

Consultation Services

University of Tennessee College of Allied Health Sciences - Instructional Needs Assessment for Online Teaching- Presentation of Findings and Recommendations to faculty support and improvement. January 2008

University of Tennessee College of Allied Health Sciences – Teaching and Learning in Distance Education – Faculty Support/Professional Development Consultant – May 1, 2008 to April 30, 2009

Professional Service

President – American Association for Adult and Continuing Education. October 2020 to Present. Elected in a national election in June 2019.

President Elect- American Association for Adult and Continuing Education. Elected June 2019 in a national election. October 2019-2020.

Adult Higher Education Alliance (AHEA) **President** (2014-2015 and 2015-2016). **President-Elect** (2013-2014). Annual Conference.

American Association of Adult and Continuing Education (AAACE) Commission on Professors of Adult Education Secretary/Treasurer (2009-2011)

American Association of Adult and Continuing Education (AAACE) Conference Planning and Proposal Review Committee (2011).

Community Service

Board of Directors, National Coalition for Literacy. Elected 9/2020 in a national election for a three- year term.

Board of Directors, Adult Literacy League (ALL), Orange County Florida (2013-14)

Group Leader, Habitat for Humanity, Victoria County Texas (2010-2012)

Professional Memberships and Affiliations

Adult Higher Education Alliance (AHEA)

American Association of Adult and Continuing Education (AAACE)

Association for the Study of Higher Education (ASHE)

Institute for Learning Styles Research (ILSR)