



**Board of Trustees**  
UNIVERSITY of WEST FLORIDA

**Academic Affairs Committee Meeting**  
**Thursday, November 14, 2024**  
**Zoom Webinar**

[Zoom Webinar](#) | Passcode: 284268

**Agenda**

- |  |                        |
|--|------------------------|
| <b>I. Call to Order</b>  | Stephanie White, Chair |
| <b>II. Roll Call</b>   | Anamarie Mixson        |
| <b>III. Greeting</b>   | Stephanie White, Chair |
| <b>IV. Public Comment</b>  | Anamarie Mixson        |
| <b>V. Approval of Minutes</b>  | Stephanie White, Chair |
| a. <a href="#">August 15, 2024</a> : Committee Meeting Minutes                         |                        |
| <b>VI. New Business</b>  | Stephanie White, Chair |
| a. Action Item   |                        |
| i. <a href="#">ACA-1</a> : Approve Academic Affairs Committee Charter Revisions        |                        |
| ii. <a href="#">ACA-2</a> : Approve Tenure as a Condition of Employment                |                        |
| b. Information Item  |                        |
| i. <a href="#">INFO-1</a> : Academic Program Reviews for 2024-2025                     |                        |
| ii. <a href="#">INFO-2</a> : Update on Anticipated New Academic Programs for 2024-2025 |                        |
| iii. <a href="#">INFO-3</a> : Comparison of Textbook Affordability Efforts             |                        |
| <b>VII. Announcements</b>  | Stephanie White, Chair |
| <b>VIII. Adjournment</b>   | Stephanie White, Chair |

**Academic Affairs Committee  
August 15, 2024  
Zoom Webinar  
DRAFT Minutes**

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**Committee Meeting**

**9:00 a.m.**

The public was provided with information to join this virtual public meeting on the UWF Board of Trustees website.

**I. Call to Order**

- A. The meeting of the UWF Board of Trustees Academic Affairs Committee was called to order at 9:00 a.m. by Committee Chair Stephanie White.

**II. Roll Call**

- A. Chair White asked Anna Lochas to conduct roll call. Trustees Stephanie White, Paul Hsu, and Susan James were in attendance.

- B. Other Trustees in attendance included:

1. Suzanne Lewis, Dick Baker, Maggie Brown, Alonzie Scott, and Jill Singer.

- C. Others in attendance included:

1. Martha Saunders, President; Jaromy Kuhl, Provost; Gregory Tomso, Vice President of Academic Engagement & Student Affairs; Howard Reddy, Vice President of University Advancement; Betsy Bowers, Vice President of Finance and Administration; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Chief Human Resource Officer; Susan Woolf, General Counsel; Anamarie Mixson, Assistant Vice President for the Office of the President; Abigail Megginson, Director, Government Relations; Cindy Talbert, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Dallas Snider, Vice Provost; Dan Lucas, Associate Vice President for Advancement; Jeffrey Djerlek, Associate Vice President of Finance and Controller; Angela Bryan, SACSCOC Liaison and Director of Institutional Effectiveness; Christophe Lizen, Director of Institutional Research; Katie Condon, Assistant Vice President of Enrollment Affairs; Brittany Sherwood, Chief Communications Officer; Patrice Moorer, Assistant Vice President; James Adams, Interim Executive Director of Business and Auxiliary Services; Lauren Loeffler, Assistant Vice President of Academic Engagement; Lauren Alidor, Internal Auditor; Blake Thompson, Deputy CISO and Workflow Admin; Christine Miller, Director of Procurement; and Anna Lochas, BOT Liaison.

**III. Greeting**

- A. Chair White welcomed everyone to the meeting and noted that there were four action items and one information item on the Academic Affairs Committee agenda.

**IV. Public Comment**

- A. Chair White opened the floor for public comment. There was none.

## V. Approval of Minutes

- A. Chair White reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the May 16, 2024, Academic Affairs Committee Meeting. Chair White asked for a motion to approve the minutes as presented if there were no changes or corrections.
  1. Motion by: Trustee Hsu
  2. Seconded by: Trustee James
  3. Motion passed unanimously.

## VI. New Business

### A. Action Items

1. ACA-1: Tenure as a Condition of Employment
  - a. The first action item was presented by Provost, Dr. Jaromy Kuhl on a tenure nomination as a condition of employment.
  - b. Chair White asked for a motion to approve tenure as a Condition of Employment for Dr. Panagiotis Koutakis.
    - i. Motion by: Trustee Hsu
    - ii. Seconded by: Trustee James
    - iii. Motion passed unanimously.
2. ACA-2: 2023-2024 Institutes and Centers Annual Report
  - a. Dr. Kuhl presented the second action item on the 2023-2024 Institutes and Centers Annual Report.
  - b. Chair White asked for a motion to approve the 2023-2024 Institutes and Centers Annual Report.
    - i. Motion by: Trustee James
    - ii. Seconded by: Trustee Hsu
    - iii. Motion passed unanimously.
3. ACA-3: UWF Textbook and Instructional Materials Affordability Annual Report
  - a. Vice Provost, Dr. Dallas Snider, presented the third action item on UWF's Textbook and Instructional Materials Affordability Annual Report.
  - b. Chair White asked for a motion to approve 2024 UWF Textbook and Instructional Materials Affordability Annual Report.
    - i. Motion by: Trustee Hsu
    - ii. Seconded by: Trustee James

iii. Motion passed unanimously.

4. ACA-4: Approve General Education Course Offerings

- a. Dr. Snider presented the fourth action item UWF's General Education Course Offerings.
- b. Chair White asked for a motion to approve the revised list of general education course offerings effective Fall 2025.
  - i. Motion by: Trustee Hsu
  - ii. Seconded by: Trustee James
  - iii. Motion passed unanimously.

B. Information Item

1. INFO-1: Summary of Degree Program Changes

- a. Dr. Snider presented the information item on the Summary of Degree Program Changes.

**VII. Announcements**

- A. Chair White identified that all agenda items had been discussed. Chair White asked if the committee members had any additional business to discuss. No other business was discussed.

**VIII. Adjournment**

**9:14 a.m.**

- A. Chair White thanked those in attendance for their participation. With no other business to discuss, Chair White adjourned the meeting at 9:14 a.m.

**Board of Trustees  
Academic Affairs Committee  
November 14, 2024**

## Academic Affairs Committee Charter Revisions

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**Recommended Action:**

Approve the revisions to the UWF Board of Trustees Academic Affairs Committee Charter.

**Background Information:**

The UWF Board of Trustees Academic Affairs Committee is required to review its Committee Charter at least every two years per the current Charter. The Academic Affairs Committee last reviewed their Charter at the November 17, 2022, committee meeting. The format of the Charter has been updated to align with a new charter template. Grammar and punctuation have also been updated.

**Implementation Plan:**

The charter will be effective upon approval.

**Fiscal Implications:**

Fiscal oversight by the Board of Trustees

**Relevant Authority:**

UWF Board of Trustees Academic Affairs Committee

**Supports Strategic Direction(s):**

This action item supports all seven Strategic Directions.

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**Supporting Documents:**

1. Academic Affairs Committee Charter - Redline
2. Academic Affairs Committee Charter - Clean

**Prepared by:**

- Anna Lochas, Board of Trustees Liaison, [alochas@uwf.edu](mailto:alochas@uwf.edu)
- Susan A. Woolf, General Counsel, [swoolf@uwf.edu](mailto:swoolf@uwf.edu)
- Dr. Jaromy Kuhl, Provost, Division of Academic Affairs, [jkuhl@uwf.edu](mailto:jkuhl@uwf.edu)

**Presenter:**

Dr. Jaromy Kuhl, Provost

## Academic Affairs Committee Charter

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### 1. Purpose: Overall Purpose and Objectives:

- 1.1. The Academic Affairs Committee (“Committee”) is a committee of the University of West Florida (“University”) Board of Trustees (“Board”) whose members are appointed by the Chair of the Board.
- 1.2. The general purpose of the Committee is to ~~On behalf of the University of West Florida (UWF) Board of Trustees, the Academic Affairs Committee is responsible~~ for reviewing and making recommendations to the ~~full~~ Board regarding the institution’s academic mission, as well as policies and resources needed to realize that mission, execute UWF’s academic strategic priorities, and ensure the quality and integrity of each of UWF’s academic programs.
- 1.3. The Committee shall provide governance oversight on such matters as academic program development, review, accreditation, and discontinuance; student admission and performance standards; faculty tenure; major academic initiatives; and maintaining an appropriate balance among teaching, research/scholarship, and service.

### 2. Primary Governance Role: Authority:

~~The Academic Affairs Committee shall:~~ The Board authorizes the Committee to:

- 2.1. Monitor the relationship between academic mission and strategy.
- 2.2. Review proposals for new academic programs, information from periodic program reviews and accreditation processes, and proposals for the discontinuance of any academic programs.
- 2.3. Ensure appropriate alignment between the University’s academic philosophy mission and strategic plan and ensure that programs are appropriate to respond to student interest and professional workforce needs.
- 2.4. Monitor University compliance with the Board ~~of Trustees’s~~ academic regulations.
- 2.5. Ensure that the academic budget reflects the institution’s academic mission and priorities.
- 2.6. Ensure that faculty personnel policies and other academic policies address state and federal expectations and complement the University’s academic priorities.

2.7. Ensure that the institution assesses the effectiveness of its academic programs.

~~Regularly review pertinent data and other information to monitor academic programs to ensure that they reflect the University's mission, priorities, and strategies.~~

~~Ensure that UWF's strategic plan is built upon a comprehensive academic plan.~~

~~Review academic policies and propose new or revised policies, as appropriate, to the full Board.~~

~~Monitor the University's strategies in enrollment management.~~

~~Monitor the integration of information technology into UWF teaching and learning.~~

~~Review significant findings and recommendations received from the Southern Association of Colleges and Schools—Council on Colleges (SACS-COC) and specialized accrediting agencies, and ensure that any recommendations and requirements are addressed appropriately within designated timeframes.~~

~~Review UWF data and peer institution data regarding educational status, performance, quality, and value, and ensure that academic Key Performance Indicators are appropriately set and met.~~

~~Maintain appropriate flexibility to address changing conditions and provide reasonable assurances to the Board that the academic programs, quality of faculty, and academic policies are appropriate and in compliance with state and federal requirements.~~

~~Take responsibility for serving as diligent and knowledgeable Board members regarding academic programs and policies.~~

### 2.3. Organization Membership:

3.1. The Chair of the Board will appoint the chair and members of the Committee.

3.2. The Committee will be comprised of at least three (3) members, including the president of the Faculty Senate, all of whom are voting Trustees of the University.

3.3. The Chair of the Board will serve as an ex officio voting member of the Committee.

3.4. A majority of the Committee members, if not all, shall possess general knowledge about University academics at the governance level.

3.5. Members will serve on the Committee until their departure, resignation, a new Faculty Senate president begins their term, or replacement by the Chair of the Board.

3.6. The liaison to the Board's Executive Committee is the Chair of the Committee.

3.7. The Provost/Vice President of Academic Affairs will serve as staff and primary liaison to the Committee.

### 4. Meetings:



- 4.1. A simple majority of the members of the Committee will constitute a quorum for the transaction of business.
- 4.2. The Committee shall meet at least four (4) times annually. Additional meetings may be held as the circumstances dictate. The meetings will be open to the public. The Committee will invite members of the administration, faculty, or others to attend meetings and provide pertinent information.
- 4.3. The Committee shall maintain written minutes of its meetings, and for the Committee Chair to approve each meeting's agenda.
- 4.4. The Provost/Vice President of Academic Affairs will regularly meet and correspond with the Chair of the Committee. Said Provost/Vice President of Academic Affairs will further advise and keep informed, as needed, both the President and the Chair of the Board on a regular basis regarding matters brought before and actions taken by the Committee.
- 4.5. The Committee shall provide regular updates of Committee activities to the Board for matters within the Committee's area of responsibility.
- 4.6. The Committee may request special presentations or reports that may enhance members' understanding of their responsibilities.
- 4.7. It is the intent of the Committee for matters within its purview to come before the Committee as early as possible so that the Committee can issue its recommendations and exercise its oversight at the beginning of any particular project or matter.

### **3-5. Specific Responsibilities of the Committee: Roles and Responsibilities:**

~~The Academic Affairs Committee shall:~~

- 5.1. The Committee shall be responsible for reviewing and recommending to the Board policies affecting the overall academics of the University. The Committee shall bring action items and make reports to the Board as it deems necessary.
- 5.2. Regularly review pertinent data and other information to monitor academic programs to ensure that they reflect the University's mission, priorities, and strategies.
- 5.3 Ensure that the University's strategic plan is built upon a comprehensive academic plan.
- ~~5.3~~5.4 Review academic policies and propose new or revised policies, as appropriate, to the Board.
- ~~5.4~~5.5 Monitor the University's strategies in enrollment management.

5.6 -Monitor the integration of ~~information~~ technology into the University's teaching and learning.

5.7 -Review significant findings and recommendations received from the Southern Association of Colleges and Schools – Council on Colleges (SACS-COC) and specialized accrediting agencies and ensure that any recommendations and requirements are addressed appropriately within designated timeframes.

~~5.5.8~~ -Review the University's data and peer institution data regarding educational status, performance, quality, and value, and ensure that academic Key Performance Indicators are appropriately set and met.

5.9 Maintain appropriate flexibility to address changing conditions and provide reasonable assurances to the Board that the academic programs, quality of faculty, and academic policies are appropriate and in compliance with state and federal requirements.

~~5.6~~5.10 Take responsibility for serving as diligent and knowledgeable Board members regarding academic programs and policies.

~~5.7~~5.11 Specific Responsibilities of the Committee include:

- ~~5.11.1. Adopt a formal written charter that is approved by the full UWF Board of Trustees. The charter shall specify the scope of responsibility, process, membership, etc. The charter will be reviewed as necessary, but at least every two years, beginning two years from the adoption date. Maintain minutes and records of the meetings and activities.~~ Conduct or authorize investigations into matters within the Committee's scope of responsibilities. The Committee shall be empowered to retain independent counsel or others to assist it in the conduct of any investigation.
- 5.11.2. Report Committee actions to the Board with such recommendations the Committee may deem appropriate.
- 5.11.3. Bring to the attention of the Board any matters concerning the University's academic programs or faculty on which it requires guidance or direction from the Board.
- 5.11.4. Consider and advise on any matter referred to it by the Board, the University President, or the Provost/Vice President of Academic Affairs.
- 5.11.5. Perform other governance oversight as assigned by the Board.

#### 4.6. Charter Review:

- 6.1. Adopting a formal written charter that is approved by the Board. The charter shall specify the scope of responsibility, process, membership, etc. The charter will be reviewed as necessary but at least every three years, beginning three years from the adoption date and discuss any required changes to the Board.

6.2. Ensure that the charter is approved or reapproved by the Board after each update.

**5. ~~Composition:~~**

~~The Academic Affairs Committee will consist of three trustees, including the faculty trustee. The trustees should endeavor to be knowledgeable about University academics at the governance level. The Committee's liaison to the UWF BOT Executive Committee is the Chair of the Academic Affairs Committee. The Provost/Vice President for Academic Affairs will serve as staff and primary liaison to the Committee.~~

**6. ~~Meetings:~~**

~~The Academic Affairs Committee shall meet at least four (4) times annually. Additional meetings may be held as the circumstances dictate. The meetings will be open to the public. The Committee will invite members of the administration, faculty, or others to attend meetings and provide pertinent information.~~

*References: Wood, Richard, J. Academic Affairs Committee. Association of Governing Boards of Universities and Colleges. (1997)*

**UWF BOT Adopted 03/08/12**

**History: originally an integral part of the former BOT Academic and Student Affairs Committee, 12/09/05; realigned as a stand alone committee and adopted, 03/08/12; substantive revisions adopted, 11/14/2024.**

## Academic Affairs Committee Charter

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### 2. Authority:

The Board authorizes the Committee to:

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- 2.4. Monitor University compliance with the Board’s academic regulations.
- 2.5. Ensure that the academic budget reflects the institution’s academic mission and priorities.
- 2.6. Ensure that faculty personnel policies and other academic policies address state and federal expectations and complement the University’s academic priorities.
- 2.7. Ensure that the institution assesses the effectiveness of its academic programs.

### **3. Organization Membership:**

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- 3.5. Members will serve on the Committee until their departure, resignation, a new Faculty Senate president begins their term, or replacement by the Chair of the Board.
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- 4.7. It is the intent of the Committee for matters within its purview to come before the Committee as early as possible so that the Committee can issue its recommendations and exercise its oversight at the beginning of any particular project or matter.

## 5. Roles and Responsibilities:

- 5.1. The Committee shall be responsible for reviewing and recommending to the Board policies affecting the overall academics of the University. The Committee shall bring action items and make reports to the Board as it deems necessary.
- 5.2. Regularly review pertinent data and other information to monitor academic programs to ensure that they reflect the University's mission, priorities, and strategies.
- 5.3. Ensure that the University's strategic plan is built upon a comprehensive academic plan.
- 5.4. Review academic policies and propose new or revised policies, as appropriate, to the Board.
- 5.5. Monitor the University's strategies in enrollment management.
- 5.6. Monitor the integration of technology into the University's teaching and learning.
- 5.7. Review significant findings and recommendations received from the Southern Association of Colleges and Schools – Council on Colleges (SACS-COC) and specialized accrediting agencies and ensure that any recommendations and requirements are addressed appropriately within designated timeframes.
- 5.8. Review the University's data and peer institution data regarding educational status, performance, quality, and value, and ensure that academic Key Performance Indicators are appropriately set and met.
- 5.9. Maintain appropriate flexibility to address changing conditions and provide reasonable assurances to the Board that the academic programs, quality of faculty, and academic policies are appropriate and in compliance with state and federal requirements.
- 5.10. Take responsibility for serving as diligent and knowledgeable Board members regarding academic programs and policies.
- 5.11. Specific Responsibilities of the Committee include:
  - 5.11.1. Conduct or authorize investigations into matters within the Committee's scope of responsibilities. The Committee shall be empowered to retain independent counsel or others to assist it in the conduct of any investigation.
  - 5.11.2. Report Committee actions to the Board with such recommendations the Committee may deem appropriate.
  - 5.11.3. Bring to the attention of the Board any matters concerning the University's academic programs or faculty on which it requires guidance or direction from the Board.

5.11.4. Consider and advise on any matter referred to it by the Board, the University President, or the Provost/Vice President of Academic Affairs.

5.11.5. Perform other governance oversight as assigned by the Board.

## **6. Charter Review:**

- 6.1. Adopting a formal written charter that is approved by the Board. The charter shall specify the scope of responsibility, process, membership, etc. The charter will be reviewed as necessary but at least every three years, beginning three years from the adoption date and discuss any required changes to the Board.
- 6.2. Ensure that the charter is approved or reapproved by the Board after each update.

**History:** originally an integral part of the former BOT Academic and Student Affairs Committee, 12/09/05; realigned as a stand-alone committee and adopted, 03/08/12; substantive revisions adopted, 11/14/2024.

**Board of Trustees  
Academic Affairs Committee  
November 14, 2024**

## Approval of Tenure as a Condition of Employment

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**Recommended Action:**

Approval of Tenure as a Condition of Employment

**Background Information:**

The University of West Florida Board of Trustees considers all nominations for tenure at its June meeting. Tenure nominations as a condition of employment will be considered as needed.

Two faculty are being considered for tenure as a condition of employment:

- **Dr. Che-Jen (Jerry) Lin**, Associate Vice President, Research Administration and Engagement; Professor in the Department of Mechanical Engineering, Hal Marcus College of Science and Engineering
- **Dr. Denise Soares**, Dean, School of Education; Professor in the Department of Teaching, Leadership, and Research, School of Education

**Implementation Plan:**

- Dr. Lin's appointment begins January 6, 2025
- Dr. Soares' appointment begins January 6, 2025

**Fiscal Implications:**

None

**Relevant Authority:**

UWF-UFF Collective Bargaining Agreement (16.9)

**Supports Strategic Direction(s):**

Strategic Direction 2: Employee Success

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**Supporting Documents:**

1. Tenure Support and CV for Dr. Lin
2. Tenure Support and CV for Dr. Soares

**Prepared by:**

Jaromy Kuhl, Provost, Division of Academic Affairs, 850.474.2035, [jkuhl@uwf.edu](mailto:jkuhl@uwf.edu)

**Presenter:**

Jaromy Kuhl



**MEMORANDUM**

September 26, 2024

**TO:** Dr. Mohamed Khabou, Dean, HMCSE

**FROM:** Dr. Michael Reynolds, Chair, Mechanical Engineering Department 

**SUBJECT: Mechanical Engineering Department Tenure Decision for Dr. Che-Jen Lin**

The tenured faculty in the Mechanical Engineering Department unanimously (5-0) voted to grant tenure upon hire to Dr. Che-Jen (Jerry) Lin in the Department of Mechanical Engineering. Dr. Lin has an exceptional background that easily qualifies him for tenure in our department. Dr. Lin's 25+ years of academic experience include over seven million dollars in external funding, 105 journal articles and a strong record of teaching. Dr. Lin also has an outstanding record of service at Lamar University. Dr. Lin's engineering background is a good fit in our department, and we are excited to see him on campus soon.

The Department agrees that Dr. Lin exceeds the UWF Mechanical Engineering bylaws requirements for tenure.

# Che-Jen (Jerry) LIN, Ph.D., P.E.

## TECHNICAL EXPERTISE

Multiscale atmospheric transport and air quality; Water and wastewater engineering;  
Biogeochemical cycling of environmental mercury.

## EDUCATION AND QUALIFICATION

**Ph.D.**, Environmental Engineering, University of Cincinnati, Cincinnati, Ohio, Dec. 1998.

Dissertation: "Chemical Transformation of Mercury in the Multiphase Atmosphere."

**M.S.**, Environmental Engineering, Duke University, Durham, North Carolina, May 1995.

Thesis: "Removal of Hexavalent Chromium in Water using Ferrous Sulfate."

**B.S.**, Chemical Engineering, Tatung University, Taipei, Taiwan, July 1991. Senior Research:

"Development of Conductive Polymer Composites through Hot Extrusion Processes."

**Registered Professional Engineer**, Environmental Engineering, State of Ohio, PE#65032.

## EMPLOYMENT HISTORY AND ACADEMIC POSITIONS

**Chief Research Officer and Associate Provost for Research & Sponsored Programs**, Lamar University, Beaumont, Texas, September 2019 – present.

**Dean, College of Graduate Studies**, Lamar University, Beaumont, Texas, September 2020 – December 2022. Changed responsibility to address the program needs of McNair Scholars Program and Undergraduate Research in January 2023.

**Director**, Center for Advances in Water and Air Quality, Lamar University, Beaumont, Texas, September 2015 – August 2021.

**Associate Dean**, College of Engineering, Lamar University, Beaumont, Texas, January 2016 – August 2019.

**University Professor and Scholar**, Department of Civil and Environmental Engineering, Lamar University, Beaumont, Texas, September 2009 – Present.

**Associate Professor**, Department of Civil and Environmental Engineering, Lamar University, Beaumont, Texas, September 2004 – August 2009.

**Director, Master of Science in Environmental Engineering Program and Master of Science in Environmental Studies Program**, Department of Civil and Environmental Engineering, Lamar University, Beaumont, Texas, September 2004 – August 2015.

**Assistant Professor**, Department of Civil Engineering, Lamar University, Beaumont, Texas, September 1999 – August 2004.

**Postdoctoral Research Associate**, Environmental Sciences Division, Oak Ridge National Laboratory, Oak Ridge, Tennessee, October 1998 – September 1999.

**Research/Teaching Assistant**, Department of Civil and Environmental Engineering, University of Cincinnati, Cincinnati, Ohio, October 1995 – September 1998.

**Process Engineer**, Kaohsiung Chemical Corp., Kaohsiung, Taiwan, September 1991 – June 1993.

## SUMMARY OF ACADEMIC CAREER ACCOMPLISHMENTS

### **Administration as Associate Provost for Research and Sponsored Programs**

- Serves as the Chief Research Officer at Lamar University for grant applications, research administration, and government relations.
- Have grown externally funded grant revenues by over 400% since Fall 2019.

- Have grown research administration and laboratory support staff by 250% since Fall 2019.
- Lead the institutional efforts at Lamar University in building research infrastructures and establishing strategic collaborations with industries and peer institutions of higher education.
- Serve as the institutional liaison at Lamar University for government relations in grant applications, congressional direct spending requests (e.g., community projects), and Texas State Legislative Appropriation Requests for research initiatives.
- Serve as the designated institutional representative in the Texas Semiconductor Innovation Consortium, and Texas Space Initiatives.
- Supervise the research and teaching operations in Lamar University's *Science & Technology Building* (a 50,000 ft<sup>2</sup> instruction & advanced research space completed in 2019).
- Lead the development of research policies for promoting research productivity and incentives at Lamar University.
- Modernize proposal review and submission processes and implement electronic research administration platforms (Cayuse SP and 424; Banner Grant Management Module).
- Implement electronic management of grant funds and conflict of interest disclosure for principal investigators.
- Renovate analytical capability and research support capacity in the Lamar University Science & Technology Building.
- Develop external funding and collaboration models to engage industrial partners and investors for institutional patent applications.
- Develop internal seed grant programs for research development.
- Supervise Department of Commerce grant-funded centers, including the Texas Manufacturing Assistance Center (NIST) and Small Business Development Center (SBA).
- Oversees the congressional direct-spending projects at Lamar University (Cybersecurity; Data Analytics of Petrochemical & Energy Industrial Processes).
- Guide the development of Environmental Centers of Excellence at Lamar University (Center for Advances in Water and Air Quality; Texas Air Research Center; Texas Hazardous Waste Research Center).
- Supervise McNair Scholars Program and Office of Undergraduate Research at Lamar University.
- Develop policies and procedures governing research compliance pertinent to the Internal Review Board (IRB), Institutional Patent Committee (IPC), Institutional Biosafety Committee (IBC), and Institutional Animal Care & Use Committee (IACUC).
- Policies formulated: PI Eligibility; Expenditures of Facilities and Administrative Cost; Student Tuition Support by Grants; Sponsored Project Closeouts, Role & Responsibility of PIs and Administrators for Research; Policy Manuals of IRB, IBC, and IACUC; Export Control; Responsible Research Conduct; Conflict of Interest/Commitment.

#### **Administration as Dean of Graduate College**

- Led the development and review of new graduate degree and certificate programs at Lamar University.
- Modernized and digitalized academic documentation, degree certification, review of student records, theses and dissertations that lead to improved operational efficiency.
- Led the revision of graduate education policies for enhancing academic rigor and addressing the demands of distance and digital learning.
- Served as the liaison for SACSCOC (the Southern Association of Colleges and Schools Commission on Colleges) accreditation of graduate programs at Lamar University.

- Strengthened the competitive process for awarding Lamar University Graduate Scholarships.
- Developed program improvement review strategies for graduate programs.
- Program reviewed: MEd in Educational Leadership; MBA Management Concentration; Speech & Hearing Sciences; MBA Accounting Concentration; Dual MBA/MSN Program; MA in Teaching Spanish as a Second Language; Certificate of Leadership; Certificate of History; Certificate of Fermentation Science and Engineering; Certificate of Sports Nutrition; Certificate of Didactic Program in Dietetics; Certificate of Sustainable Infrastructure Engineering; Certificate of Nursing Administration; Certificate of Nursing Education.
- Policies formulated: Accelerated Programs; Change of Graduate Majors; Competency-Based Evaluation; Academic Rigors of Graduate Courses; Full-time and Half-time Equivalency for Scholarship and Financial Aids; Curricular and Optional Practical Training for International Students; Suspension and Appeal of Academic Standing; Offering of Special Topics; Bylaws of Graduate Council; Offering of Dual Degree Programs at Graduate Level.

### **University Services**

- Chair of six (5) university committees and councils at Lamar University, including the Research Council, Institutional Patent Committee, Institutional Biosafety Committee, Institutional Animal Care and Use Committee, and Faculty Performance Evaluation/Merit Salary Increase Appeals Committee. Other university-level committee services include the Graduate Council, Executive Search Committees, Deans' Council, Academic Review Committee (for Dean's evaluation), IT Steering Committee, and Faculty Senate.
- Chief Ex-Officio of Lamar University's Institutional Review Board for Human Subjects Studies.
- Previously served on more than 20 Departmental, College and University Councils & Committees as a faculty member for academic affairs, research, information technology, Program Improvement Reviews (PIRs for biology, physics, environmental sciences, and engineering programs), university advancement and faculty/chair searches.
- Led the preparation of SACSCOC reaffirmation for Lamar College of Engineering graduate programs (Doctor of Engineering, Master of Engineering, Master of Engineering Science, Master of Science in Environmental Engineering, Master of Science in Environmental Studies); as well as ABET (Accreditation Board for Engineering and Technology) accreditation for BS in Civil Engineering program.

### **Research**

- Publications and grant records: more than 150 SCI-listed journal articles published (>7,100 citations, h-index = 48); approximately \$7.5cM of research grants as a PI or co-PI in more than 60 funded projects; 59 invited seminars (2 keynote speeches); 120 conference papers and presentations; 6 book chapters.
- Citation record ranked in Stanford University's World's Top 2% Scientists List, 2021, 2022, and 2023 (<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/6>).
- 2008 University Scholar Award of LU, 2012 University Professor and Ann Die-Hasselmo Faculty Scholar of Lamar University
- A recognized scientific contributor to the knowledge of atmospheric chemistry, water technologies and biogeochemical cycling of mercury in the global environment.
- A licensed professional engineer (PE) in environmental engineering specializing in water and wastewater engineering systems.
- An expert mathematical modeler for long-range transport of air pollutants.

- Primary scientific contributions include mercury chemistry in gaseous phase and atmospheric droplets including cloud microphysics, long-range transport of mercury and particulate pollutants, and advanced treatment technologies of industrial waste streams.

### Teaching

- Have taught seven (7) undergraduate courses in engineering and twelve (12) graduate courses in environmental sciences and engineering.
- Teaching awards: 2016 Excellence in Engineering Education Award of Texas Society of Professional Engineers; 2014 ExxonMobil Distinguished Faculty Lecturer; 2012 Tekoa Academy InSpire Teaching Award; 2009 Student Competition Award of Water Environment Association of Texas in Wastewater Engineering Design; 2008 Chi-Epsilon (The National Civil Engineering Honor Society) “James M. Robbins” Excellence in Teaching Award; 2003 American Society of Civil Engineers (ASCE) Excellence in Civil Engineering Education (ExCEEEd) fellow; 2002 Lamar University Teaching Merit Award.
- Have chaired or served as a committee member in 22 doctoral dissertations and 54 master theses.
- Served as the faculty advisor of Lamar ASCE Chapter (2001-2019), which won >40 awards in regional and national competitions.
- Led the first-ever Lamar Engineering Study Abroad program (2017) in Global Issues in Engineering Management at Universitat Rovira i Virgili (Tarragona, Spain).

### HONORS AND SPECIAL CONTRIBUTIONS TO RESEARCH COMMUNITY

1. Expert Panel Reviewer, Science to Achieve Results (STAR) Program, USEPA, 2024.
2. Session Chair and Keynote Speaker, Session *Environmental Geochemistry of Mercury*, the 21<sup>st</sup> International Conference on Heavy Metals in the Environment, Wuppertal, Germany, September 6-10, 2023.
3. Member of Modeling Group, Global Mercury Assessment, United Nations Environment Programme (UNEP), 2016 - present. Co-Author of UNEP Global Mercury Assessment Report 2018 (completed) and 2023 (to be published in 2024).
4. Included in Stanford University’s World’s Top 2% Scientists List, 2021, 2022, and 2023 (<https://elsevier.digitalcommonsdata.com/datasets/btchxktyw/6>).
5. Guest Editor, *Atmosphere*: Special Issue – Metal Pollution in the Atmosphere – Vol. II, 2021-2022.
6. Expert Panel Reviewer, Small Business Innovation Research – Phase II, USEPA, 2019.
7. Guest Editor, *Science of the Total Environment*: Special Issue – Mercury Cycling and Bioaccumulation in a Changing Environment, 2018-2019.
8. Co-Editor, *Atmosphere*: Special Issue – Metal Pollution in the Atmosphere, 2017-2018.
9. Expert Panel Reviewer, Science to Achieve Results, USEPA, 2018.
10. Expert Panel Reviewer, People, Prosperity, and the Planet, USEPA, 2018.
11. Session Chair, “*Modeling of Atmospheric Mercury*,” the 12<sup>th</sup> International Conference on Mercury as a Global Pollutant, Jeju, Korea, June 2015.
12. Expert Panel Reviewer, National Center for Sustainable Water Infrastructure, USEPA, 2015.
13. Chair of the Conference Opening Plenary Session, the 17<sup>th</sup> International Conference on Heavy Metals in the Environment, September 22-25, 2014.
14. Member, USEPA Science Advisory Board (SAB), Mercury and Air Toxics Standards for Power Plants, 2011 - 2014.
15. Expert Panel Reviewer, USEPA Studies to Achieve Results (STAR) Grant, 2014.
16. Expert Panel Reviewer, USEPA Small Business Innovation Research (SBIR) Grant, 2013.

17. Research Fellowship Award, K. C. Wong Education Foundation, Hong Kong, 2013.
18. Invited Speaker, Gloyna Breakfast, Texas Water Conference, San Antonio, TX, 2012.
19. Expert Reviewer, the USEPA Occupational Mercury Exposure Models, 2010-2011.
20. Expert Panel Reviewer, National Science Foundation Career Award review panel, 2010.
21. Session Chair, "Modeling and Measurements to Characterize Mercury Transport and Deposition," the 9th International Conference on Mercury as a Global Pollutant, Guiyang, China, June 7-11, 2009.
22. Panelist, Texas Mercury Impaired Water Workgroup, Texas Commission on Environmental Quality (TCEQ), 2009.
23. Expert Reviewer, USEPA air pollutant source apportionment tools for air quality models (Community Multi-Scale Air Quality Modeling System, CMAQ, and Comprehensive Air Quality Model with Extensions, CAMx), 2008.
24. Plenary Speaker, "Mercury Rising – An Exploration of Issues," the 24<sup>th</sup> International Conference on Incineration and Thermal Treatment Technologies, Galveston, Texas, May 12, 2005.
25. Expert Reviewer, USEPA Clean Air Mercury Rule (CMAR) Receptor Modeling for mercury wet deposition, October 2005.
26. University Research Forum Award, Texas Water Conference, 2004 and 2005.
27. Member of Technical Assistance Panel (TAP) of Hydraulics and Environment, Texas Department of Transportation (TxDOT), 2000-2009.
28. Member of Science Coordinating Committee, Texas Commission on Environmental Quality, 2003-2008.
29. Chair, Atmospheric Chemistry Section, the 6<sup>th</sup> International Conference of Mercury as a Global Pollutant, Minamata, Japan, October 2001.
30. Expert Reviewer, the Texas Solid Waste Management Strategy, Texas Natural Resources Conservation Commission, 2000.
31. Highest Score in the April 2000 Professional Engineer License Exam in Environmental Engineering, State of Ohio, 2000.
32. Gill Master Award for Young Investigator, Gill Foundation, 2000.
33. Winner of Paper Contest, Doctoral Category, Air and Waste Management Association 91<sup>st</sup> Annual Meeting, 1998.

## **PROFESSIONAL MEMBERSHIPS**

1. National Council of University Research Administrators (NCURA)
2. The Council on Undergraduate Research (CUR)
3. American Association of State Colleges and Universities (AASCU)
4. Association of Research Integrity Officers (ARIO)
5. American Chemical Society (ACS)
6. Chi Epsilon (The National Civil Engineering Honor Society)
7. Sigma Xi (The International Honor Society of Scientific and Engineering Research)

## **RESEARCH**

### **1. SCI-Indexed Peer-Reviewed Publications (h-index = 48)**

- (1) Yuan, W.; Wang, X.; **Lin, C. J.**; Zhang, G.; Wu, F.; Liu, N. T.; Jia, L. Y.; Zhang, H.; Lu, H. Z.; Dong, J. L.; et al. Fate and Transport of Mercury through Waterflows in a Tropical Rainforest. *Environmental Science & Technology* 2024, 58 (11), 4968-4978. DOI: 10.1021/acs.est.3c09265.

- (2) Luo, K.; Yuan, W.; Lu, Z. Y.; Xiong, Z. C.; **Lin, C. J.**; Wang, X.; Feng, X. B. Unveiling the Sources and Transfer of Mercury in Forest Bird Food Chains Using Techniques of Vivo-Nest Video Recording and Stable Isotopes. *Environmental Science & Technology* 2024, 58 (13), 6007-6018. DOI: 10.1021/acs.est.3c10972.
- (3) Yuan, Y. Z.; Zhu, Y.; **Lin, C. J.**; Wang, S. X.; Xie, Y. H.; Li, H. X.; Xing, J.; Zhao, B.; Zhang, M. M.; You, Z. Q. Impact of commercial cooking on urban PM<sub>2.5</sub> and O<sub>3</sub> with online data-assisted emission inventory. *Science of the Total Environment* 2023, 873. DOI: 10.1016/j.scitotenv.2023.162256.
- (4) Wu, F.; Yang, L. H.; Wang, X.; Yuan, W.; **Lin, C. J.**; Feng, X. B. Mercury Accumulation and Sequestration in a Deglaciaded Forest Chronosequence: Insights from Particulate and Mineral-Associated Forms of Organic Matter. *Environmental Science & Technology* 2023, 57 (43), 16512-16521. DOI: 10.1021/acs.est.3c03107.
- (5) Yuan, W.; Wang, X.; **Lin, C. J.**; Song, Q. H.; Zhang, H.; Wu, F.; Liu, N. T.; Lu, H. Z.; Feng, X. B. Deposition and Re-Emission of Atmospheric Elemental Mercury over the Tropical Forest Floor. *Environmental Science & Technology* 2023, 57 (29), 10686-10695. DOI: 10.1021/acs.est.3c01222.
- (6) Yin, H. Q.; Yao, H.; Yuan, W.; **Lin, C. J.**; Fu, X. W.; Yin, R. S.; Meng, B.; Luo, J.; Feng, X. B. Determination of the Isotopic Composition of Aqueous Mercury in a Paddy Ecosystem Using Diffusive Gradients in Thin Films. *Analytical Chemistry* 2023, 95 (33), 12290-12297. DOI: 10.1021/acs.analchem.3c01356.
- (7) Liu, N. T.; Cai, X. Y.; Jia, L. Y.; Wang, X.; Yuan, W.; **Lin, C. J.**; Wang, D. Y.; Feng, X. B. Quantifying Mercury Distribution and Source Contribution in Surface Soil of Qinghai-Tibetan Plateau Using Mercury Isotopes. *Environmental Science & Technology* 2023, 57 (14), 5903-5912. DOI: 10.1021/acs.est.2c09610.
- (8) Li, J.; Jang, J. C.; Zhu, Y.; **Lin, C. J.**; Wang, S. X.; Xing, J.; Dong, X. Y.; Li, J. Y.; Zhao, B.; Zhang, B. Y.; et al. Development of a recurrent spatiotemporal deep-learning method coupled with data fusion for correction of hourly ozone forecasts. *Environmental Pollution* 2023, 335. DOI: 10.1016/j.envpol.2023.122291.
- (9) Du, H.; Wang, X.; Yuan, W.; Wu, F.; Jia, L. Y.; Liu, N. T.; **Lin, C. J.**; Gan, J.; Zeng, F. P.; Wang, K. L.; et al. Elevated Mercury Deposition, Accumulation, and Migration in a Karst Forest. *Environmental Science & Technology* 2023, 57 (45), 17490-17500. DOI: 10.1021/acs.est.3c05409.
- (10) Yuan, W.; Wang, X.; **Lin, C. J.**; Wu, F.; Luo, K.; Zhang, H.; Lu, Z. Y.; Feng, X. B. Mercury Uptake, Accumulation, and Translocation in Roots of Subtropical Forest: Implications of Global Mercury Budget. *Environmental Science & Technology* 2022. DOI: 10.1021/acs.est.2c04217.
- (11) Sun, G. Y.; Feng, X. B.; Yin, R. S.; Wang, F. Y.; **Lin, C. J.**; Li, K.; Sommar, J. O. Dissociation of Mercuric Oxides Drives Anomalous Isotope Fractionation during Net Photo-oxidation of Mercury Vapor in Air. *Environmental Science & Technology* 2022. DOI: 10.1021/acs.est.2c02722
- (12) Wang, X.; Yuan, W.; **Lin, C. J.**; Wang, D. Y.; Luo, J.; Xia, J. C.; Zhang, W.; Wang, F. Y.; Feng, X. B., Root uptake dominates mercury accumulation in permafrost plants of Qinghai-Tibet Plateau. *Communications Earth & Environment* 2022, 3, (1).
- (13) Chen, Y.; Zhu, Y.; **Lin, C. J.**; Arunachalam, S.; Wang, S. X.; Xing, J.; Chen, D. H.; Fan, S. J.; Fang, T. T.; Jiang, A. Q., Response surface model based emission source contribution and meteorological pattern analysis in ozone polluted days. *Environmental Pollution* 2022, 307.

- (14) Wang, X.; Yuan, W.; **Lin, C. J.**; Feng, X. B., Mercury cycling and isotopic fractionation in global forests. *Critical Reviews in Environmental Science and Technology* 2022, 52, (21), 3763-3786.
- (15) Wang, B.; Yuan, W.; Wang, X.; Li, K.; **Lin, C. J.**; Li, P.; Lu, Z. Y.; Feng, X. B.; Sommar, J., Canopy-Level Flux and Vertical Gradients of Hg-0 Stable Isotopes in Remote Evergreen Broadleaf Forest Show Year-Around Net Hg-0 Deposition. *Environmental Science & Technology* 2022, 56, (9), 5950-5959.
- (16) Feng, X. B.; Li, P.; Fu, X. W.; Wang, X.; Zhang, H.; **Lin, C. J.**, Mercury pollution in China: implications on the implementation of the Minamata Convention. *Environmental Science-Processes & Impacts* 2022, 24, (5), 634-648.
- (17) Chen, W. D.; Li, H. X.; Zhu, Y.; Jang, J. C.; **Lin, C. J.**; Chiang, P. C.; Wang, S. X.; Xing, J.; Fang, T. T.; Li, J.; Yang, Q. S.; Zheng, K. M., Impact Assessment of Energy Transition Policy on Air Quality over a Typical District of the Pearl River Delta Region, China. *Aerosol and Air Quality Research* 2022, 22, (7).
- (18) Chang, W.; Zhu, Y.; **Lin, C. J.**; Arunachalam, S.; Wang, S. X.; Xing, J.; Fang, T. T.; Long, S. C.; Li, J. Y.; Chen, G., Environmental Justice Assessment of Fine Particles, Ozone, and Mercury over the Pearl River Delta Region, China. *Sustainability* 2022, 14, (17).
- (19) Yuan, W.; Wang, X.; **Lin, C. J.**; Zhang, H.; Feng, X. B.; Lu, Z. Y., Impacts of Extreme Weather on Mercury Uptake and Storage in Subtropical Forest Ecosystems. *Journal of Geophysical Research-Biogeosciences* 2022, 127, (1).
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- (21) Zhao, H. F.; Meng, B.; Sun, G. Y.; **Lin, C. J.**; Feng, X. B.; Sommar, J., Chemistry and Isotope Fractionation of Divalent Mercury during Aqueous Reduction Mediated by Selected Oxygenated Organic Ligands. *Environmental Science & Technology* 2021, 55, (19), 13376-13386.
- (22) Yuan, W.; Wang, X.; **Lin, C. J.**; Sommar, J. O.; Wang, B.; Lu, Z. Y.; Feng, X. B., Quantification of Atmospheric Mercury Deposition to and Legacy Re-emission from a Subtropical Forest Floor by Mercury Isotopes. *Environmental Science & Technology* 2021, 55, (18), 12352-12361.
- (23) Wang, X.; Yuan, W.; **Lin, C. J.**; Wu, F.; Feng, X. B., Stable mercury isotopes stored in Masson Pinus tree rings as atmospheric mercury archives. *Journal of Hazardous Materials* 2021, 415.
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- (26) Zhou, J.; Wang, Z. W.; Zhang, X. S.; Driscoll, C. T.; **Lin, C. J.**, Soil-atmosphere exchange flux of total gaseous mercury (TGM) at subtropical and temperate forest catchments. *Atmospheric Chemistry and Physics* 2020, 20, (24), 16117-16133.
- (27) Yuan, W.; Wang, X.; **Lin, C. J.**; Wu, C. S.; Zhang, L. M.; Wang, B.; Sommar, J.; Lu, Z. Y.; Feng, X. B., Stable Mercury Isotope Transition during Postdepositional Decomposition of Biomass in a Forest Ecosystem over Five Centuries. *Environmental Science & Technology* 2020, 54, (14), 8739-8749.



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- (29) Wang, X.; Yuan, W.; **Lin, C. J.**; Luo, J.; Wang, F. Y.; Feng, X. B.; Fu, X. W.; Liu, C., Underestimated Sink of Atmospheric Mercury in a Deglaciated Forest Chronosequence. *Environmental Science & Technology* **2020**, 54, (13), 8083-8093.
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- (32) Wagle, D.; **Lin, C. J.**; Nawaz, T.; Shipley, H. J., Evaluation and optimization of electrocoagulation for treating Kraft paper mill wastewater. *Journal of Environmental Chemical Engineering* **2020**, 8, (1).
- (33) Yuan, W.; Wang, X.; **Lin, C. J.**; Sommar, J.; Lu, Z. Y.; Feng, X. B., Process factors driving dynamic exchange of elemental mercury vapor over soil in broadleaf forest ecosystems. *Atmospheric Environment* **2019**, 219.
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- (35) Xu, H.; Zhu, Y.; Wang, L.; **Lin, C. J.**; Jang, C.; Zhou, Q.; Yu, B.; Wang, S. X.; Xing, J.; Yu, L., Source contribution analysis of mercury deposition using an enhanced CALPUFF-Hg in the central Pearl River Delta, China. *Environmental Pollution* **2019**, 250, 1032-1043.
- (36) Wang, X.; Yuan, W.; Lu, Z. Y.; **Lin, C. J.**; Yin, R. S.; Li, F.; Feng, X. B., Effects of Precipitation on Mercury Accumulation on Subtropical Montane Forest Floor: Implications on Climate Forcing. *Journal of Geophysical Research-Biogeosciences* **2019**, 124, (4), 959-972.
- (37) Wang, X.; Yuan, W.; **Lin, C. J.**; Zhang, L. M.; Zhang, H.; Feng, X. B., Climate and Vegetation As Primary Drivers for Global Mercury Storage in Surface Soil. *Environmental Science & Technology* **2019**, 53, (18), 10665-10675.
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- (39) Qian, Q.; Sun, B.; Li, X. C.; Sun, F.; **Lin, C. J.**; Jiang, L. P., Water Quality Evaluation on an Urban Stormwater Retention Pond Using Wireless Sensor Networks and Hydrodynamic Modeling. *Journal of Irrigation and Drainage Engineering* **2019**, 145, (12).
- (40) Li, Z. G.; Chen, X. F.; Liu, W. L.; Li, T. S.; Chen, J.; **Lin, C. J.**; Sun, G. Y.; Feng, X. B., Evolution of four-decade atmospheric mercury release from a coal-fired power plant in North China. *Atmospheric Environment* **2019**, 213, 526-533.
- (41) Li, X. Y.; Li, Z. G.; Fu, C. C.; Tang, L.; Chen, J.; Wu, T. T.; **Lin, C. J.**; Feng, X. B.; Fu, X. W., Fate of mercury in two CFB utility boilers with different fueled coals and air pollution control devices. *Fuel* **2019**, 251, 651-659.
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- (43) Fu, X. W.; Zhang, H.; Liu, C.; Zhang, H.; **Lin, C. J.**; Feng, X. B., Significant Seasonal Variations in Isotopic Composition of Atmospheric Total Gaseous Mercury at Forest Sites in China Caused by Vegetation and Mercury Sources. *Environmental Science & Technology* **2019**, 53, (23), 13748-13756.
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- (45) Yuan, W.; Sommar, J.; **Lin, C.-J.**; Wang, X.; Li, K.; Liu, Y.; Zhang, H.; Lu, Z.; Wu, C.; Feng, X., Stable Isotope Evidence Shows Re-emission of Elemental Mercury Vapor Occurring after Reductive Loss from Foliage. *Environmental Science & Technology* **2019**, 53, (2), 651-660.
- (46) Li, J.; Zhu, Y.; Kelly, J. T.; Jang, C.; Wang, S.; Hanna, A.; **Lin, C. J.**; Long, S.; Yu, L., Health benefit assessment of PM2.5 reduction in Pearl River Delta region of China using a model-monitor data fusion approach, *Journal of Environmental Management* **2019**, 233, 489-498.
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- (48) Zhu, W.; Li, Z. G.; Li, P.; Yu, B.; **Lin, C. J.**; Sommar, J.; Feng, X. B., Re-emission of legacy mercury from soil adjacent to closed point sources of Hg emission. *Environmental Pollution* **2018**, 242, 718-727.
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- control policy assessment in a typical ozone-polluted urban Shunde, China. *Journal of Environmental Sciences* **2017**, 51, 294-304.
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- (155) Pehkonen, S. O.; **Lin, C. J.**, Aqueous photochemistry of mercury with organic acids. *Journal of the Air & Waste Management Association* **1998**, *48*, (2), 144-150.
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- (157) **Lin, C. J.**; Pehkonen, S. O., Oxidation of elemental mercury by aqueous chlorine (HOCl/OCl<sup>-</sup>): Implications for tropospheric mercury chemistry. *Journal of Geophysical Research-Atmospheres* **1998**, *103*, (D21), 28093-28102.
- (158) **Lin, C. J.**; Pehkonen, S. O., Aqueous free radical chemistry of mercury in the presence of iron oxides and ambient aerosol. *Atmospheric Environment* **1997**, *31*, (24), 4125-4137.
- (159) **Lin, C. J.**; Pehkonen, S., Aqueous photoreduction of divalent mercury with organic acids: Implications of mercury chemistry in the atmosphere. *Abstracts of Papers of the American Chemical Society* **1997**, *213*, 41-ENVR.

## 2. Invited Presentations

- (1) "A Synthesis of Air-Surface Exchange of Mercury Vapor over Global Terrestrial Ecosystem," Seminar at Texas A&M University, College Station, TX, October 31, 2022.
- (2) "Chinsing Quicksilver –the Role of Terrestrial Forest Ecosystems in Global Cycling of Mercury," Seminar at the University of Houston, Houston, TX, March 9, 2018.
- (3) "Re-Assessment of Mercury Outflow from East Asia," International Workshop on Mercury Emissions and Pollution, Beijing, China, December 8-9, 2016.
- (4) "Air-surface Exchange of Elemental Mercury Vapour: Measurement, Modeling and Global Observations," University of Eastern Finland, Kuopio, Finland, September 16, 2016.
- (5) "Evaluation of Natural Emission of Elemental Mercury Vapor from Environmental Surfaces," Yongsei University, Wonju, Korea, February 18, 2016.

- (6) "Re-assessment of Mercury Emission Outflow from East Asia," International Conference on Mercury Pollution Prevention & Control in China, December 6-8, 2015, Beijing, China.
- (7) "A Synthesis of Global Observations on the Air-Surface Exchange of Elemental Mercury Vapor," American Geophysical Union Joint Assembly, Montreal, Canada, May 3-7, 2015.
- (8) "The Global Biogeochemical Cycling of Mercury," Seminar at the University of California - Los Angeles, January 29, 2015.
- (9) "Quantifying the air-Surface exchange of elemental mercury vapor using enclosure and micrometeorological methods," the 3rd International Conference on Earth Science & Climate Change, July 28-30, San Francisco, 2014.
- (10) "Development of a new air-surface exchange model for estimating Hg<sup>0</sup> evasion in China: model parameterization and sensitivity analysis," The 2014 International Conference on Air Benefit, Cost and Attainment Assessment, Beijing, May 28-30, 2014.
- (11) "A tale of two waters - the paths through biosphere and anthroposphere," Cardinal Conversation, March 2014, Lamar University.
- (12) "Effective Engineering Teaching: From Theories to Real-world Applications," Texas STEM Workshop, Beaumont, TX, January 13, 2014.
- (13) "Development of a novel dynamic flux chamber for quantifying air-surface exchange flux," seminar at Jiaotong University, Shanghai, China, June 2, 2013.
- (14) "MCRT Control and State Point Analysis of Activated Sludge Process," Washington Operator Workshop, Vancouver, Washington, April 25-28, 2013.
- (15) "Development and Implementation of DAAB-Technology for Emergency Relief," Washington Operator Workshop, Vancouver, Washington, April 25-28, 2013.
- (16) "Fouling of Dissolved Silica on Reverse Osmosis Membranes," seminar at Masdar Institute of Science and Technology, Abu Dhabi, Dubai, January 21, 2013.
- (17) "Converting Organic Wastes to Renewable Energy," seminar at South China University of Technology, Guangzhou, China, December 3, 2012.
- (18) "Source-Receptor Relationship of Mercury Long-range Transport," Norwegian-China Mercury Research Workshop, Guiyang, China, May 15, 2012.
- (19) "Waste Streams to Renewable Energy - A New Paradigm in Wastewater Treatment," Gloyna Breakfast, 2012 Texas Water Conference, San Antonio, TX, April 13, 2012.
- (20) "Atmospheric Mercury - Current State of Science," Department of Environmental Engineering, Tsinghua University, Beijing, China, November 9, 2011.
- (21) "Long-range Transport of Atmospheric Mercury - the Cause and Impact," Department of Earth & Atmospheric Sciences, the University of Houston, Houston, TX, October 7, 2011.
- (22) Invited Public Reviewer, "National-Scale Mercury Risk Assessment Supporting the Appropriate and Necessary Finding for Coal and Oil-Fired Electric Generating Units," USEPA, Research Triangle Park, NC, June 15-17, 2011.
- (23) "The Long-range Transport of Mercury at a Global Scale," EPRI Environmental Council Meeting, San Antonio, TX, September 27-28, 2010.
- (24) "Global Transport and Deposition of Mercury," Workshop of Task Force on Hemispheric Transport of Air Pollutants: 2010 Assessment Report Review, Brussels, Belgium, June 11-14, 2010.
- (25) "Atmospheric Mercury - Emission, Transport and Deposition," Workshop of Texas Air Quality, Texas A&M University, College Station, TX, April 22-23, 2010.
- (26) "Atmospheric Modeling for Air Pollutants," Institute of Geochemistry at Chinese Academy of Science, Guiyang, China, March 21, 2010.

- (27) Invited Expert Panelist, "Global Transport and Deposition of Mercury," *Workshop of Task Force on Hemispheric Transport of Air Pollutants: 2010 Assessment Report Review*, Chapel Hill, North Carolina, March 1-3, 2010.
- (28) Invited Expert Panelist, "Global Transport and Deposition of Mercury," *Workshop of Task Force on Hemispheric Transport of Air Pollutants: 2010 Assessment Report Drafting*, Toronto, Canada, November 11-13, 2009.
- (29) "Development of Portable Biological Wastewater Treatment," *Workshop on advancing Water Technologies*, Rolla, Missouri, October 14, 2009.
- (30) "The Fate and Long-Range Transport of Mercury in the Atmosphere," the University of Nevada, Reno, NV, October 5, 2009.
- (31) "Trans-Pacific Transport of Mercury," *Workshop of Task Force on Hemispheric Transport of Air Pollutants: Focus on Eastern Europe, Asia and the Arctic*, St. Petersburg, Russia, April 1-3, 2009.
- (32) "Emission, Transport and Deposition of Atmospheric Mercury in China," Tsinghua University, Beijing, China, March 16, 2009.
- (33) "Scientific Uncertainties in the Fate and Transport of Atmospheric Mercury," Opening Presentation in the *National Science Foundation (NSF) Mercury Research Workshop*, Seattle, WA, October 23-25, 2008.
- (34) "Chemical Transport of Ozone, Aerosol, and Reactive Tracers over the Pacific - Results from HTAP SR and TP1X Experiments Using CMAQ," *International Workshop on Regional and Intercontinental Transport of Air Pollution*, Hanoi, Vietnam, October 13-14, 2008.
- (35) "Model Estimate of Mercury Dry Deposition and Its Uncertainty," *Mercury Dry Deposition Intercomparison Workshop*, University of Michigan, Ann Harbor, MI, August 6-8, 2008.
- (36) "HTAP O<sub>3</sub> Analysis Using CMAQ: Comparison with Global Model Results," *International Workshop on Regional and Intercontinental Transport of Air Pollution*, Washington, DC, June 9-13, 2008.
- (37) "Understanding the Uncertainties in the Modeling of Atmospheric Mercury," *Electric Power Research Institute (EPRI) Modeling Workshop*, Palo Alto, CA, May 20-21, 2008.
- (38) "The Emission and Chemical Transport of Mercury in China," in the *Workshop on Regional and Urban Air Quality in Yangzi River Delta Region*, Shanghai, China, April 17-18, 2008.
- (39) Invited Discussion Panelist, *Joint International Conference on Intercontinental Transport of Atmospheric Mercury and Persistent Organic Pollutants*, Rome, Italy, April 7-11, 2008.
- (40) "Scientific Uncertainties in Atmospheric Mercury Simulations," the University of Houston, Houston, TX, February 12, 2008.
- (41) "The Parallel Computation of USEPA's CMAQ Modeling System," Tsinghua University, Beijing, China. November 2, 2007.
- (42) "The Cycling of Mercury in the Atmosphere," Chinese Academy of Science, Beijing, China, October 31, 2007.
- (43) Invited Expert, *Task Force on Hemispheric Transport Air Pollutants - Workshop on Global and Regional Modeling for Assessing Hemispheric Air Pollution*, Julich, Germany, October 17-19, 2007.
- (44) "Long-range Transport of Air Pollutants and it's Relationship to Emission Inventory," in *Inventories of Greenhouse Gases and Aerosol Emissions Associated to Different Vegetation Land Use in the Mekong River Basin Sub-region*, Bangkok, Thailand. April 27-May 6, 2007.
- (45) "Impact of CMAQ Dry Deposition Scheme on the Concentration and Deposition Flux of Gaseous Phase Pollutants," in *Workshop on Regional Air Quality Management in Rapidly Developing Economic Regions*, Zhuhai, China, March 11-13, 2007.

- (46) "A GIS-Based Approach to Estimate Mercury Emission from Natural Sources," in *Developing Improved Regional Emission Inventories for China: A Capacity-Building Workshop*, Guangzhou, China, March 20-21, 2006.
- (47) "Uncertainties in Modeling Assessment of Atmospheric Mercury," National University of Singapore, Singapore, January 19, 2006.
- (48) "The Fate of Mercury in the Environment," National Central University, Taiwan, January 16, 2006.
- (49) "Chemistry Uncertainties in Atmospheric Mercury Simulation," USEPA Mercury Chemistry Panel, Research Triangle Park, NC, September 29, 2005.
- (50) "Chemical Transport Modeling of Atmospheric Mercury," Mercury in Taiwan Workshop, National Central University, Taiwan, May 24, 2005.
- (51) "Mercury Rising - An Exploration of Issues," **Plenary Presentation** of the 24<sup>th</sup> International Conference on Incineration and Thermal Treatment Technologies, Galveston, Texas, May 12, 2005.
- (52) "Nested Simulation, Data Processing and Visualization using USEPA's One-Atmosphere CMAQ Models," *Air Quality Training and Technology Transfer Workshop*, Bangkok, Thailand, March 15-18, 2005.
- (53) "Mercury Emission from Vegetation: Is It Important and How to Implement in Mercury Modeling?" *the 2<sup>nd</sup> Intercontinental and Climate Impact of Air Pollution Workshop*, USEPA, October 2004.
- (54) "Application of CMAQ in Simulating Transient High Ozone Event in Houston, TX" *Beijing Air Pollution Workshop*, Tsinghua University, Beijing, China, September 2004.
- (55) "Fate and Simulation of Atmospheric Mercury" Chongqing Academy of Environmental Science, Chongqing, China, September 2004.
- (56) "Preparation of Hg Emission Inventory for Comprehensive Mercury Modeling," *USEPA-ANL Emission Inventory Workshop*, Argonne National Laboratory, May 2004.
- (57) "Atmospheric Mercury - the Origin, Transformation and Modeling," Department of Atmospheric Sciences, Texas A&M University, College Station, March 23, 2004.
- (58) "The Measurement of Oxidation Kinetics for the Reactions of Mercury Species and Free Radicals," National University of Singapore, Singapore, December 2000.
- (59) "Aqueous Phase Reactions of Mercury with Free Radicals and Chlorine," IUPAC International Conference, Dubrovnik, Croatia, May 1998.

### 3. Awarded Research Projects

- (1) **PI:** "Design, Construction and Evaluation of a Single Cell Protein (SCP) Production using Bioaugmentation," \$588,178 funded by Meridian Biotechnology, September 2017 - August 2019.
- (2) **PI:** "Examination of Biological Selection for Single Cell Protein (SCP) Production using Syrup," \$45,108 funded by Meridian Biotechnology, November 2016 - February 2018.
- (3) **PI:** "Data Validation and Engineering Assessment of Wastewater Treatment Plant," \$52,000 funded by SOCHEM, Plaquemines Processing & Recovery and Light Environmental, November 2018 - August 2019.
- (4) **PI:** "AtmoSpark: Exploring Commercial Potential of Electrocondensation Technology," \$50,000 funded by National Science Foundation (NSF), December 2017 - August 2018.
- (5) **PI:** "Design, Construction and Evaluation of a Single Cell Protein (SCP) Production Unit using MTech Bioaugmentation," \$190,322 funded by Meridian Biotechnology, LLC., October 2016 - August 2017.

- (6) **PI:** “Conversion of hazardous organic wastes to renewable energy using anaerobic digestion: an experimental and modeling study,” \$23,000 funded by Texas Hazardous Waste Research Center, September 2015 – August 2017.
- (7) **PI:** “Investigation of Divalent Mercury Reduction and Isotopic Fractionation in Plumes of Coal Fire Power Plants,” \$18,500 funded by Natural Science Foundation of China, January 2015 – December 2016.
- (8) **Co-PI:** “MRI: Acquisition of an LC/MS/MS System for Multidisciplinary Research and Educational Projects,” \$456,549 funded by National Science Foundation, February 2013 – February 2016.
- (9) **PI:** “Process Evaluation of Oil and Grease Removal from Refinery Wastewater,” \$15,000 funded by Light Environmental, Inc., September 2014 – August 2016.
- (10) **PI:** “Solubilization of Hardened Grease using Petroleum-Based Surfactants in a Municipal Wastewater Water Collection System,” \$11,500 funded by Evergreen Southwest, LLC, September 2014 – August 2015.
- (11) **Co-PI:** “Characteristics of Air-surface Exchange of Mercury over four selected Croplands,” \$421,000 funded by Natural Science Foundation of China, January 2011 – December 2014.
- (12) **PI:** “Process Evaluation of Biogas Production for Sustainable Waste Management at a Paper Mill,” \$110,409 funded by MeadWestvaco, November 2011 – August 2013.
- (13) **PI:** “Process Analysis of Biological Wastewater Treatment in a Refinery Plant,” \$28,000 funded by Refinery Water Associates, September 2011 – August 2016.
- (14) **PI:** “Effect of Bioaugmentation on Biogas Production in Anaerobic Digestion of Organic Waste Streams,” \$141,060 funded by VOW Resource, April 2011 – December 2013.
- (15) **PI:** “Treatment of Pharmaceuticals and Sanitary Chemicals Using the Deployable Aerobic Aqueous Bioreactor Technologies,” \$232,060 funded by the US Department of Defense, October 2010 – August 2013.
- (16) **PI:** “Fabrication and Deployment of a Portable Biological Wastewater Treatment System for Decentralized Applications,” \$399,866 funded by the US Department of Defense, July 2009 – August 2012.
- (17) **PI:** “Assessment of Oil/gas Production, 21<sup>st</sup> Century Automotive Transportation, and Climate Change Impacts on Ground-level Ozone in Southeast Texas,” \$23,000 funded by Texas Air Research Center, September 2010 – August 2011.
- (18) **PI:** “Impact of Global Climate Change on the Precipitation and Acid Deposition in the Rio Grande River Basin Region,” \$155,000 funded by the Department of Agriculture, July 2008 – June 2011.
- (19) **PI:** “Design and Optimization of a Portable Biological Wastewater Treatment System for Emergency Relief and Decentralized Deployments,” \$500,244 funded by the US Department of Defense, March 2008 – February 2010.
- (20) **PI:** “System Integration and Optimization of a Novel Deployable Aqueous Aerobic Bioreactor (DAAB) for Wastewater Treatment,” \$568,651 funded by the US Department of Defense, September 2007 – February 2009.
- (21) **Co-PI:** “Collaborative Project: CCLI - Development of Materials for Teaching Design for Sustainability via Spiral Learning,” \$70,801 funded by National Science Foundation, February 2008 – February 2010.
- (22) **Co-PI:** “Assessment of the Impact of Airborne Particulate Pollutants on the Rio Grande Basin Watershed,” \$115,000 funded by the Department of Agriculture, July 2008 – June 2010.

- (23) **PI:** “Mitigation of Biological and Inorganic Fouling for Waste Stream Reduction in Membrane Filtration,” \$70,000 funded by Texas Hazardous Waste Research Center, September 2008 – August 2011.
- (24) **PI:** “Assessing the outflow of mercury from East Asia,” \$15,000 funded by the US Environmental Protection Agency, October 2009 – September 2010.
- (25) **PI:** “An integrated experimental and modeling study for improving mercury chemical mechanism in atmospheric mercury models,” \$83,266 funded by Texas Air Research Center, November 2007 – October 2009.
- (26) **PI:** “Modeling of Mercury Transport and Deposition in China,” \$25,000 funded by US Environmental Protection Agency, August 2007 – July 2008.
- (27) **PI:** “Waste Reduction from Membrane Facilities by Quantifying Fouling Caused by Bacteria and Inorganic Salts,” \$75,000 funded by Texas Hazardous Waste Research Center, September 2005 – August 2008.
- (28) **Co-PI:** “State Implementation Plan (SIP) Modeling Support through Atmospheric Chemical Transport Modeling,” \$75,000 funded by Texas Commission on Environmental Quality, November 2007 – August 2008.
- (29) **Co-PI:** “State Implementation Plan (SIP) Modeling Support and the Community Multi-scale Air Quality (CMAQ) Modeling System Development,” \$165,000 funded by Texas Commission on Environmental Quality, January 2007 – August 2007.
- (30) **PI:** “Modeling of Mercury in the Eastern US with Source Tagging Schemes,” \$25,000 funded by US Environmental Protection Agency, June 2006 – May 2007.
- (31) **Co-PI:** “Acquisition of a SEM/EDS System for Multi-disciplinary Research and Education,” \$126,427 funded by National Science Foundation, September 2006 – August 2009.
- (32) **PI:** “Study of CaSO<sub>4</sub> Fouling and Calcium Recovery from Brine in the Reverse Osmosis Desalination of Brackish Groundwater in the Rio Grande Basin,” \$80,000 funded by the Department of Agriculture, July 2005 – June 2007.
- (33) **Co-PI:** “Assessing the Impact of Airborne Pollutants on the Rio Grande Basin Watershed,” \$126,250 funded by the Department of Agriculture, September 2004 – June 2007.
- (34) **PI:** “Inter-comparison of Comprehensive Chemical Transport Models of Atmospheric Mercury,” \$25,000 funded by US Environmental Protection Agency, April 2005 – March 2006.
- (35) **PI:** “Modeling of Mercury Pollutants over the Pacific Regions,” \$25,000 funded by US Environmental Protection Agency, April 2005 – March 2006.
- (36) **Co-PI:** “Comparison of Atmospheric Deposition Schemes and System Development at TCEQ,” \$125,000 funded by Texas Commission on Environmental Quality, November 2005 – August 2006.
- (37) **Co-PI:** “Acquisition of a High-Sensitivity Gas Chromatography/Mass Spectrometry System for Multi-Disciplinary Research Projects and Education,” \$126,427 funded by National Science Foundation, January 2004 – December 2006.
- (38) **PI:** “Simulations of the Emission, Transport, Chemistry and Deposition of Atmospheric Mercury in the Upper Gulf Coast Region,” \$120,985 funded by USEPA Gulf Coast Hazardous Substance Research Center, September 2003 – December 2006.
- (39) **Co-PI:** “Development of a Low-Cost Adsorptive Filter for Simultaneous Soot, VOCs, and NO<sub>x</sub> Control from Stationary Diesel Engine Exhaust with Microwave Regeneration,” \$125,040 funded by Texas Commission on Environmental Quality, February 2005 – November 2006.
- (40) **Co-PI:** “Development of Microwave-Enhanced Adsorption/Destruction Technology for Concerned Air Pollutants,” \$75,500 funded by USEPA Gulf Coast Hazardous Substance Research Center, September 2002 – November 2006.

- (41) **Co-PI:** "Characterization of Airborne Particulate Matter in a Heavily Industrialized Community," \$132,000 funded by Texas Air Research Center, December 2001 – August 2006.
- (42) **PI:** "Characterization of Water Pollution and Evaluation of Treatment Technologies Using Membrane Filtration for the Polluted Water in the Rio Grande Basin," \$40,833 funded by the Department of Agriculture, September 2004 – August 2005.
- (43) **Co-PI:** "Modeling Assessment of Water Quality for Reservoirs of Rio Grande," \$26,250 funded by the Department of Agriculture, September 2004 – August 2005.
- (44) **Co-PI:** "Air Quality Forecasting Using CMAQ," \$40,000 funded by Houston Advanced Research Center/University of Houston, February 2005 – August 2005.
- (45) **Co-PI:** "Development of CMAQ Chemistry Model for Atmospheric Mercury Modeling," \$75,000 funded by Texas Commission on Environmental Quality, December 2004 – August 2005.
- (46) **Co-PI:** "CMAQ Modeling of Mercury Deposition in Texas," \$90,000 funded by Texas Commission on Environmental Quality, June 2004 – August 2004.
- (47) **Co-PI:** "CMAQ One-Atmosphere Modeling," \$100,000 funded by Texas Commission on Environmental Quality, December 2003 – August 2004.
- (48) **Co-PI:** "Science Assessment of CAMx and CMAQ: I. Model Input and Algorithm Comparison," \$86,000 funded by Texas Commission on Environmental Quality, December 2003 – August 2004.
- (49) **Co-PI:** "Development of Texas Emission Inventory Preparation System for SMOKE," \$80,000 funded by Texas Air Research Center, November 2003 – August 2004.
- (50) **Co-PI:** "Matrix Isolation Study of Homogeneous and Heterogeneous Reactions of Nitrogen Oxides, Chlorine and Water in Tropospheric Processes," \$ 26,000 funded by Texas Air Research Center, November 2003 – May 2005.
- (51) **PI:** "Waste Reduction in Nanofiltration Facilities Employed to Prevent Pollution of Drinking Water by Halogenated Disinfection By-Product," \$97,518 funded by Texas Hazardous Waste Research Center, September 2001 – August 2004.
- (52) **Co-PI:** "Development of XRF Technology for Environmental Applications," \$76,500 funded by Texas Hazardous Waste Research Center, September 2002 – August 2005.
- (53) **Co-PI:** "Acquisition of an X-Ray Fluorescence (XRF) Spectrometer for Multi-disciplinary Research Projects," \$99,875 funded by National Science Foundation, January 2002 – December 2004.
- (54) **Co-PI:** "Matrix Isolation Study of the Effects of Molecular Chlorine and Isoprene on Tropospheric Ozone Formation," \$46,000 funded by Texas Air Research Center, December 2002 – November 2003.
- (55) **Co-PI:** "Satellite Assimilation in Meteorological and Air Quality Models for the TEXAQS2000 Study Period," \$34,000 funded by Texas Air Research Center, December 2002 – November 2003.
- (56) **Co-PI:** "The Modeling of Particulate Matter in Southeast Texas Airshed Using Community Multiscale Air Quality Model," \$150,000 funded by Texas Commission on Environmental Quality and Texas Air Research Center, January 2003 – August 2003.
- (57) **Co-PI:** "Jefferson County Highway 87 Shore Protection - Clay Sediment Characterization," \$10,000 funded by Jefferson County, Texas and Pacific International Engineering, January 2003 – August 2003.
- (58) **Co-PI:** "Field Investigation of Effluent Quality of Placement Areas along Sabine-Neches Waterway," \$53,631 funded by U.S. Army Corps of Engineers, January 2003 – August 2003.

- (59) **Co-PI:** “CMAQ Regional Haze Modeling,” \$65,000 funded by Texas Commission on Environmental Quality, June 2003 – August 2003.
- (60) **Co-PI:** “The Modeling of Tropospheric Ozone Formation in Southeast Texas Using Community Multiscale Air Quality Models,” \$150,000 funded by Texas Natural Resources Conservation Commission and Texas Air Research Center, February 2002 – August 2002.
- (61) **Co-PI:** “Field and Mechanistic Studies for Texas Upper Gulf Coast Air Quality,” \$350,000 funded by Texas Air Research Center, December 2000 – November 2002.
- (62) **PI:** “Removal of Methyl Tertiary-Butyl Ether in Water,” \$8,000 funded by Gill Foundation, January 2000 – August 2000.

#### 4. Conference Proceeding Papers and Presentations

- (1) **Lin, C. J.** (Keynote Presentation), “Air-surface exchange of atmospheric mercury over terrestrial forest ecosystem,” 2023 Joint International Conference of Biogeochemistry of Trace Elements & International Conference of Heavy Metals, Wuppertal, Germany, September 6-10, 2023.
- (2) Feng, X., Yuan, W., Liu, Y., Li, K., **Lin, C. J.**, “Stable isotope fractionation induced from mercury biogeochemical cycling in forest ecosystems,” *14<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Krakow, Poland, September 8-13, 2019.
- (3) Yuan, W., Wang, X., **Lin, C. J.**, Sommar, J., Feng, X. “Isotope fractionation induced by soil-air exchange of mercury vapor in subtropical forest ecosystems: Evidence for legacy re-emission,” *14<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Krakow, Poland, September 8-13, 2019.
- (4) Wang, X., Yuan, W., **Lin, C. J.**, Wang, F., Feng, X. “Global warming accelerates uptake of atmospheric mercury in glacier retreated regions,” *14<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Krakow, Poland, September 8-13, 2019.
- (5) Hao, J., Xu, X., **Lin, C. J.**, Zhang, L. “Comparison of two atmospheric mercury bi-directional exchange models,” *14<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Krakow, Poland, September 8-13, 2019.
- (6) Chen C., Fu, X., Li, K., **Lin, C. J.**, Feng, X. “Uptake and re-emission of gaseous elemental mercury process between needles and broad leaves: Evidence from mercury isotopes,” *14<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Krakow, Poland, September 8-13, 2019.
- (7) **Lin, C. J.**, Wang, X., Sommar, J., Feng, X., “Atmospheric Deposition and Outflow of Mercury Emissions in China,” *19<sup>th</sup> International Conference on Heavy Metals in the Environment*, Athens, Georgia, USA, July 22-25, 2018.
- (8) Bao, Z., **Lin, C. J.**, Wang, X., Shang, L., Feng, X., “Mercury cycling and isotopic fractionation in forest ecosystems: a modeling study,” *13<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
- (9) Cao, T., **Lin, C. J.**, “Application of ABaCAS (Air Benefit and Cost and Attainment Assessment System)-TX for Ozone Non-attainment in Southeast Texas,” *16<sup>th</sup> Annual Community Modeling and Analysis System Conference*, Chapel Hill, North Carolina, 2017.
- (10) Feng, X., Wang, X., Yuan, W., **Lin, C. J.**, Sommar, J., “Stable isotopic evidence for mercury accumulation in the montane forests in southwest China,” *13<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
- (11) Li, L., **Lin, C. J.**, Sun, G., Fu, X., Feng, X., “Mercury recovery from aqueous samples for isotopic measurement using chemical purging and chlorine-impregnated activated carbon traps,” *13<sup>th</sup>*



- International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
- (12) **Lin, C. J.**, Cao, T., Zhu, Y., Ho, T. C., Chu, H., Jang, C., “Application of ABaCAS in the Ozone Non-Attainment Areas, Texas, USA,” *5<sup>th</sup> International Conference on Air Benefit, Cost and Attainment Assessment*, Chengdu, China.
  - (13) **Lin, C. J.**, Wang, X., Yuan, W., Feng, X., “Precipitation-enhanced accumulation of mercury on subtropical montane forest floor: Stable isotope evidence,” *9<sup>th</sup> National Conference on Environmental Chemistry*, Hangzhou, Jiangsu, China-PRC.
  - (14) **Lin, C. J.**, Wang, X., Yuan, W., Li, F., Feng, X., “Role of precipitation in mercury accumulation in subtropical montane forest floor: evidence of isotope signatures,” *13<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
  - (15) Plunkett, S., **Lin, C. J.**, Bao, Z., Cao, T., “Chemistry of inorganic and methylated mercury in coastal fog water,” *13<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
  - (16) Sun, G., Sommar, J., **Lin, C. J.**, Li, K., Yuan, W., “Isotopic fractionation of Hg during gas phase oxidation caused by Cl, Br, OH, O<sub>3</sub>, and photo-excitation in air,” *13<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
  - (17) Wang, X., **Lin, C. J.**, Feng, X., Sommar, J., Yuan, W., Fu, X., “Reassessment of mercury emission outflow from China and east Asia,” *13<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
  - (18) Yuan, W., Sommar, J., **Lin, C. J.**, Feng, X., Sun, G., “Isotopic fractionation during mercury re-emission from foliage: evidence for plant uptake followed by photolytic reduction evidence for plant uptake followed by photolytic reduction,” *13<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Providence, Rhode Island, USA, July 16-21, 2017.
  - (19) **Lin, C. J.**, Wang X., Feng X., “Role of Forests in the Global Biogeochemical Cycling of Mercury,” *18<sup>th</sup> International Conference on Heavy Metals in the Environment*, Ghent, Belgium, September 11-15, 2016.
  - (20) **Lin C.-J.**, Zhu W., Sommar J., Shang, L, Feng X., “On the Global Air-Surface Exchange of Elemental Mercury Vapor,” *National Conference of Environmental Chemistry*, Guangzhou, China, November 5-8, 2015.
  - (21) Fu X., Feng X., **Lin C.-J.**, Yang X., Lang S., Shang L., Zhang H., Yu B., “Speciated Atmospheric Mercury Concentrations, Wet and Litterfall Deposition Fluxes of Mercury in Urban and Remote Areas of China,” *12<sup>th</sup> International Conference on Mercury as a Global Pollutant*, Jeju, Korea, June 9-14, 2015.
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- (3) **Lin C.-J.**, Pattaraporn Singhasuk, Simo O Pehkonen, "Atmospheric Chemistry of Mercury," in *Environmental Chemistry and Toxicology of Mercury*, (Eds.) G. Liu, Y. Cai and O'driscoll, John Wiley & Sons, Inc., New York, USA, 2011.
- (4) **Lin C.-J.** (contributing author), "Heavy Metals," in *Arctic Pollution 2002*, (Eds.) Nilsson A. and Huntington H., Arctic Monitoring and Assessment Programme, Oslo, Norway 2002.
- (5) Lindberg, S. E., Brooks S., **Lin C.-J.**, Scott, K., "Recent Research on Missing Sources and Sinks in the Global Mercury Cycle: The Role of the Arctic," *Proceedings of NIMD Forum-01*, the National Institute of Minamata Disease Press, Japan, pp. 53-58, 2001.
- (6) **Lin C.-J.** (contributing author), "Matheson Gas Data Book 7<sup>th</sup> Ed.– Chapter 26, 27, 28, 29 and 30," (Editor: Carl L. Yaws), Matheson Tri-Gas, Parsippany, NJ 07054, 2001.



## **TEACHING**

### **1. Courses Taught at Lamar University**

#### Undergraduate Courses

- (1) MCNR 4301-10 Research Methods and Graduate Studies
- (2) ENGR 4301-SA Global Issues in Engineering Management (Study Abroad Program)
- (3) ENGR 2301-10 Engineering Mechanics – Statics
- (4) CVEN 3290-01 Introduction to Engineering Statistics
- (5) CVEN 3310-02 Water Chemistry in Environmental Engineering
- (6) CVEN 3370-01 Water and Wastewater Treatment
- (7) CVEN 4370-01 Environmental Engineering Systems

#### Graduate Courses

- (1) CVEN 5325-10 Fundamentals of Air Pollution
- (2) CVEN 5329-10 Water Supply and Treatment
- (3) ENGR 5331-10 Engineering Ethics and Communications
- (4) CVEN 5331-10 Biological Wastewater Treatment
- (5) CVEN 5338-10 Solid Waste Management
- (6) CVEN 5343-10 Industrial Waste Management
- (7) CVEN 5348-10 Advanced Air Pollution Control
- (8) CVEN 5351-15 Unit Operations in Environmental Engineering
- (9) CVEN 5380-10 Chemical Principles in Environmental Engineering
- (10) CVEN 5387-14 Environmental Sciences and Engineering Analysis
- (11) CVEN 5347-14 Statistical Principles in Engineering Systems
- (12) CVEN 6387-17 Hydraulics in Environmental Systems

### **2. Teaching as an Academic Advisor for Graduate Students**

I have served as the supervising professor or a committee member in 22 doctoral dissertations (chair for 9 dissertation committees) and 54 master theses (chair for 29 thesis committees) in research areas including global biogeochemical cycling of mercury released into the atmosphere, long-range transport of air pollutants, air-surface exchange of trace gases in forest ecosystems, membrane technologies for water purification, development of decentralized water and wastewater engineering systems, industrial sorption technologies for flue gas cleaning, chemical kinetic modeling, and global atmospheric model development.

## SERVICE

I am an active member in the research communities of environmental sciences and engineering. As a contributing member, I frequently evaluate my peers' research proposals and manuscripts, provide analytical advice for environmental policies, organize special sessions in scientific conferences and participate in the scientific collaborations for UNEP's (United Nations Environment Programme) *Global Mercury Assessment*. In addition to being a technical reviewer for high-quality refereed journals\*, I have served as a guest editor of special issues in mercury pollution and heavy metals in the environment for the journals *Atmosphere* and *Science of the Total Environment*. I have served as a member of the USEPA's Science Advisory Board on mercury emission and deposition, and was one of the lead modelers of the United Nations' Task Force on Hemispheric Transport of Air Pollutants (atmospheric mercury transport and deposition). I have also assisted in the technical analysis for national and international policymaking on mercury emission reduction including USEPA's Clean Air Mercury Rules (2005), Mercury and Air Toxics Standards for Power Plants (2013), and United Nations' Minamata Convention on Mercury (2017).

At Lamar University, I have served on more than 20 committees as a faculty member at the department, college and university levels in the areas of faculty/administrator searches, academic policies, program improvement review, personnel issues, student-faculty relations, university advancement and research development, and was elected as a faculty senator (2005-2008). I have hands-on experience in the planning and assessment of academic programs and have served as a liaison interacting with accreditation organizations including ABET and SACSCOC. I understand industrial needs and have provided technical assistance to the petrochemicals industry in the Southeast Texas region, mainly in the areas of process advancement, waste stream management and resources recovery.

\* Journal list: *Environmental Science & Technology*, *Atmospheric Chemistry and Physics*, *Atmospheric Environment*, *Desalination*, *Langmuir*, *Journal of Membrane Science*, *Journal of Aerosol Science*, *Journal of Geophysical Research*, *Journal of Applied Meteorology*, *Waste Management*, *Journal of Environmental Engineering*, *Journal of Environmental Management*, *Journal of Hazardous Materials*, *Journal of Air and Waste Management Association*, *Separation Science and Technology*, *Environmental Progress*, *Environmental Pollution*, *Combustion and Flame*, *Journal of American Society of Civil Engineers*, etc.

September 25, 2024

To: Dr. Jaromy Kuhl, Provost

From: Dr. Karen N. Evans, Interim Dean, School of Education & Interim Chair, Department of Teaching, Leadership, and Research

RE: Tenure Vote Results - Dr. Denise Soares

Dear Provost Kuhl,

I facilitated the review and tenure vote for Dr. Denise Soares. Dr. Soares is the new incoming School of Education Dean, who was hired with Tenure in the Department of Teaching, Leadership, and Research, at the rank of Professor. The Department unanimously voted 11-0 in favor of appointment as Professor with Tenure.

Sincerely,  
*Karen N. Evans*

**Denise A. Soares, Ph.D.**

Assistant Dean, Director of Graduate Studies  
Interim Director of the National Center for School-University Partnerships  
Professor of Special Education  
Honors College Faculty | Graduate Faculty  
School of Education  
University of Mississippi

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**PROFESSIONAL SUMMARY**

A high-achieving leader focused on continuous improvement and innovation that enhances the experiences of all stakeholders. Professor and tenured faculty member with 10 years of leadership experience in higher education directing 29 programs in the largest graduate unit on campus. Experience as an administrator serving constituents across all School of Education Departments, collaborating with faculty and institutional leaders to develop high-quality programming, advancing the institutional mission, and providing professional development opportunities for graduate students and faculty. Directed Undergraduate and Graduate programs in Special education with responsibility for program compliance with accrediting body and vision setting for continuous improvement to include the development of assessment strategies. A full faculty member whose academic research expertise includes applied and practical experiences in academic and behavior interventions for at-risk students and examines the efficacy of those interventions in classroom settings where teachers have competing time demands.

**EDUCATION**

Ph.D.	Texas A&M University	2011	Education Psychology Concentration: Special Education
M.Ed.	University of Houston	2003	Administration and Supervision
B.S.	Texas State University	1989	Elementary Education Concentration: Special Education

**LEADERSHIP TRAINING**

**SEC Academic Leadership Fellow, 2023 – 2024**  
Southeastern Conference Academic Leadership Development Program

**Mental Health First Aid Training, Nov. 2023**

**Chancellors Commission on the Status of Women, 2023**  
University of Mississippi

**Improvement Leadership Education and Development (iLEAD)**, 2017 – present  
Carnegie Foundation for the Advancement of Teaching

## ACADEMIC POSITIONS

### *University of Mississippi, Oxford, MS*

Professor of Special Education, Graduate Faculty and Honors College Faculty, 2023 - present  
Tenure Awarded, 2019 \*timing different due to early promotion as permitted at the University  
Policy

Associate Professor of Special Education, Graduate Faculty and Honors College Faculty, 2017 –  
2023

Assistant Professor of Special Education and Honors College Faculty, 2013 – 2017

### *Texas A & M University, College Station, TX*

Adjunct Professor, 2011 – 2013

Supervisor, Student Teachers, 2012 – 2013

Lecturer, 2009 – 2011

## UNIVERSITY ADMINISTRATION

**Assistant Dean, Director of Graduate Studies, University of Mississippi**, 2020 – present

*Oversee all operations from admissions, scholarships, and graduation for SOE graduate students.*

- Advises current and prospective graduate students on graduate admissions to SOE programs, program processes, and policies.
- Works collaboratively with the SOE Admissions Counselor, administrators, and faculty to identify, strategically implement, and evaluate SOE program recruitment goals, and student completion metrics, and to enhance graduate program enrollment.
- Monitors admissions recommendations from SOE programs to expand opportunities and enhance student enrollment for qualified applicants.
- Supervises SOE Graduate Studies Program Manager and associated student employees; oversees general office operations and productivity.
- Represent the SOE on the Graduate Council to facilitate and support the development of and changes to graduate programs, assuring alignment with institutional values, Graduate School policies, IHL standards, and SACSCOC.
- Ensure we advocate for graduate studies including the development, enforcement, and co, compliance of policies that support high standards and student success.

### *Leadership Key Accomplishments*

- Awarded the Top 15% (Ranked #45) Best Online Programs by US News and World Report (2024).
- Awarded the Top 50 graduate programs by US News and World Report (2023).
- Manage the largest graduate enrollment unit on campus with 30 programs and 7 fully online.
- Increased enrollment of graduate students

- Created administrative processes for admission review and recommendations.
- Developed a graduate scholarship committee and process for reviewing and awarding scholarships.
- Adopted process to assist in compliance with the Individual Student Development Plan

**Interim Director, National Center for School-University Partnerships, 2023 – Present**  
School of Education, University of Mississippi.

*Lead this emergent organization to develop expertise in leading improvement efforts in schools to achieve vastly improved learning outcomes for every child, especially those historically marginalized.*

- Co-created, refined, and implemented the Center's strategy while ensuring that its activities, priorities, programs, and people are aligned with the core mission.
- Ensure open communication, strong governance practices, and effective monitoring of financial performance, programmatic outcomes, and short- and long-term impact.
- Designed and executed convenings in close collaboration with internal colleagues and external partners.
- Supported the process of initiating and developing professional learning and network improvement communities to mobilize collective action that achieves shared aims.
- Coached partners on their use of continuous improvement and innovation methods to solve local and equity-related problems of practice.
- Judiciously manage the budget to support the priorities of the Center.
- Support Improvement Coaches through the Vendor and Contracts process.

*Leadership Key Accomplishments*

- Developed The Bridge Program for students with Autism who needed additional social, emotional, and behavioral support for success at the university.
- Provided leadership and direction to develop a website.
- Organized convenings with the National Center Program Coordinator.
- Developed recruitment and training materials.
- Developed a process for membership payment.

**Assistant Chair of Teacher Education, 2015 – 2020**

Department of Teacher Education, University of Mississippi.

*Provided support to the department chair in leadership and administration of the department including oversight of academic programs, supervision of faculty, course scheduling, support of faculty productivity and professional development, recruitment and retention activities, and consensus and collegiality building among faculty and staff.*

- Assisted in the development and implementation of programs, policies, and objectives related to the unit.
- Led the development of the course schedule and scheduling of all undergraduate and graduate courses.
- Oversee and serve as the departmental liaison for scheduling all Regional Campus and Online Courses.
- Provided faculty with another level of administrative communication and support.
- Participated in the development of programs, department objectives and long-range planning.
- Responsible for the direct supervision of clinical faculty and adjuncts.

- Assisted with Awards and graduation responsibilities.
- Assisted with student recruitment, student orientations, and meeting with prospective students and parents.
- Assisted and coordinated Staff Appreciation.
- Provided overall leadership for special projects.

*Leadership Key Accomplishments*

- Created a schedule of courses on a program rotation to assist students in getting the courses they needed while being cognizant of the budget constraints for overload sections.
- Prepared and implemented orientation sessions for new departmental faculty and adjunct instructors.
- Guided program faculty to evaluate curriculum and developed learning outcomes and program goals for new programs offered in Teacher Education (TE).
- Created and maintained all departmental program sheets, handbooks, and websites.

**Special Education Undergraduate and Graduate Program Coordinator, 2013 – 2021**

Department of Teacher Education, University of Mississippi.

*Served as the PC for Special Education programs guiding students through each phase of the program while possessing a thorough understanding of, and departmental responsibility for, the requirements, policies and procedures of the program.*

- Coordinated the admission process including advising applicants on admissions procedures and program requirements.
- Served as a central point of contact between students, faculty, staff, other departments, and/or external constituencies on day-to-day programmatic, operational, and administrative matters; assisted with seminars, meetings, special projects, and/or general problem resolution.
- Maintained program records, researched information and gathered and computed various data for program assessment; prepared special and/or one-time reports, summaries, or replies to inquiries, selecting relevant information from a variety of sources.

*Leadership Key Accomplishments*

- Reimagined and revised all Special Education programs (e.d. BAE, M.Ed., & Ph.D.)
- Created the Emotional Disability (EMD) certificate and appealed to the Mississippi Department of Education to receive an EMD-approved program license.
- Developed and completed all necessary assessments for Institutional Reporting of Programs.
- Served for seven years on the Mississippi Department of Education Special Education Advisory Panel.

**Associate Research Scientist, Project WORLD (Words of Oral Reading and Language Development), Institute of Education Sciences Goal 3 Efficacy Grant (\$2.8 million dollars), 2011 – 2013, Texas A & M University, College Station, Texas.**

*Responsible for researching activities, organizing projects, supervising research, and preparing research proposals and reports for a multi-site grant.*

- Identifying new resources for teachers
- Contributing to multiple research projects at once
- Communicating with senior researchers to understand challenges and potential solutions

- Working with data engineers to construct and maintain databases for the multisite grant program

*Leadership Key Accomplishments*

- Successfully organized and maintained all research activities of this Randomized Control Trial of 60 pre-K classrooms.
- Assisted in the development of key assessments to assess implementation fidelity and literacy activities in the classroom.

**Program Coordinator:** D2K: Data to Knowledge Grant, 2007-02011

a partnership between Texas A & M University and Texas Education Agency (\$750,000 annual research expenditures for a multi-year \$3.5 million dollars). Texas A & M University, College Station, Texas, Principal Investigator, Kimberly J. Vannest.

*Coordinated the pre-award planning, organization, and preparation, and the post-award administration of the grant. Interacted with investigators and administrative staff to ensure that grants complied with regulatory, funding agency, and policy requirements.*

**AWARDS AND HONORS**

2023	<b><i>SEC Academic Leadership Fellow</i></b> SEC Academic Consortium Academic Leadership Development Program Southeastern Conference
2018	<b><i>Outstanding Service Award of the Year</i></b> University of Mississippi School of Education
2017	<b><i>The Honor Society of Phi Kappa Phi</i></b> University of Mississippi Chapter
2016	<b><i>Outstanding Scholar Award of the Year</i></b> University of Mississippi School of Education
2013	<b>Greek Affairs Faculty Appreciation Dinner</b> University of Mississippi
2010	<b>T-Camp Namesake</b> Texas A & M University Associated Student Body
2010	<b>Student Fellowship</b> Texas A & M University Education Research Center

**TEACHING & RESEARCH MENTORING**



### **Dissertation Committees Completed – University of Mississippi**

- Dissertation Chair: 5
- Dissertation Committee Member: 9

### **Masters Committees Completed – University of Mississippi**

- Masters Chair: 18
- Masters Committee: 24

### **Undergraduate Honors Thesis Committees Completed – University of Mississippi**

- Thesis Chair: 9
- Thesis Committee: 24

### ***Program and Course Development***

2023	<b>The Bridge Program</b> – Developed a program to assist students with Autism with the transition from high school to college and to provide students with the social-emotional tools they need to be successful.
2019–2020	Program Development – Ph.D. in Education – Developed curriculum and author of graduate competency courses.  Program Development – M.Ed. in Applied Behavior Analysis – Developed a 30-credit hour program that is an approved Verified Course Sequence.
2018-2019	New Course Development <ul style="list-style-type: none"><li>• EDSP 601 Exceptional Students in the Secondary Classroom – Course developed for the Master of Arts in Teaching</li></ul>
2017-2018	Program Development – M.Ed. for Teacher Education with 6 specializations (Align with current standards)  New Undergraduate Course Development <ul style="list-style-type: none"><li>• METP 101, 102, 201, and 202 redeveloped to align with Mississippi Excellence in Teaching Program goals.</li><li>• METP 301 &amp; 302 – developed to align with Mississippi Excellence in Teaching Program goals.</li></ul>
2016–2017	Video Production – National Board Certification – Meeting the Needs of All Learners
2015-2016	Program Development – redesign of the BAE in Special Education (Align with current standards and reading state requirements)
2014-2015	Program Development – Emotional Disability Certificate Program (requested from the Mississippi Department of Education)

2013-2014

New Course Development

- EDSP 628 Transition Education Services for Individuals with Disabilities
- EDSP 674 Seminar in Special Education
- EDSP 676 Education and Psychology of Individuals with Behavior Problems
- EDSP 678 Positive Behavior Support
- EDSP 680 Applied Behavior Analysis and Management
- EDSP 701 Competency in Higher Education Teaching
- EDSP 702 Competency in Collaborative Research
- EDSP 703 Competency in Collaborative Writing

*Teaching - University of Mississippi*

- EDSP 327 – Classroom and Behavior Management
- EDSP 403 – Instr. Strategies for Students with Severe Disabilities
- EDSP 407 – Survey of Special Education Students
- EDSP 410 – Instructional Strategies for Students with Mild Disabilities
- EDSP 653 – Practicum
- EDSP 676 – Education and Psychology of Students with Behavior Disorders
- EDSP 678 – Positive Behavior Support
- EDSP 680 – Applied Behavior Analysis for Classroom Teachers
- EDSP 701 – Directed Studies in College Teaching
- EDSP 702 – Directed Studies in Collaborative Research
- EDSP 727 – Internship in Special Education
- EDCI 603 – Measurement and Evaluation for the Classroom Teacher
- EDDBA 603 – Single Case Experimental Design
- EDDBA 605 - Applied Behavior Analysis Methods & Interventions

*Teaching - Texas A & M University*

- SPED 617 – Adolescent Literacy for Students with Diverse Inst. Needs
- SEFB 442 – Teaching Students with Emotional Behavior Disorders
- EPFB 210 – Special Education and the Family
- SEFB 454 – Student Teaching Supervisor
- SEFB 414 – Methods and Issues in Low-Incidence Disabilities
- SEFB 310 – Instructional Strategies for Students with Disabilities
- SEFB 471 – Classroom Management and Behavioral Interventions

**PUBLICATIONS**

**ORCHID ID:** <https://orcid.org/0000-0001-5362-1407>

\*denotes a Student

***Journal Articles***

Soares, D.A., Harrison, J.R., Peltier, C.J. & \*Press, K. (accepted). Academic and Behavioral Strategies with Evidence of Effectiveness in Inclusive Settings for Students with EBD: A Systematic Review and Meta-Analysis. *Behavior Disorders*.

\*Maxcy, L.E., Platt, S.A., & Soares, D.A. (2023 accepted) Modifying Student Behavior Through the Use of Technology-Based Self-Monitoring Interventions. (*ReThinking Behavior*)

Harrison, J.R., Soares, D.A., & \*Waldrop, M.C. (2023). Students with ADHD: Teacher wisdom and evidence-based strategies. *ATTENTION Magazine*.

Soares, D.A., Harrison, J.R., Melloy, K., \*Baran, A., & Mohlmann, M. (2022). Responding to the Complexities of Inclusion for Students with EBD: Recommendations for Educators. *NASSP Bulletin*, 106(2) 77-108. <https://doi.org/10.1177/01926365221097434>

Harrison, J.R., Evans, S.W., Zatz, J., Mehat, P., Syed, M., Soares, D.A, Custer, B., Swistack, N. & Griffith, M. (2022). Comparison of Four Classroom-Based Strategies for Middle School Students with ADHD: A Pilot Randomized Controlled Trial. *Journal of Attention Disorder*. <https://doi.org/10.1177/10870547221081108>

Pollard-Durodola, S.D., Gonzalez, J. E., Saenz, L., Soares, D., Davis, H.S., Resendez, N., & Zhu, L. (2021). The Social Validity of Content Enriched Shared Book Reading Vocabulary Instruction and Prechool DLL's Language Outcomes. *Early Education and Development*, 1-23. [doi.org/10.1080/10409289.2021.1946761](https://doi.org/10.1080/10409289.2021.1946761)

Harrison, J.R., Soares, D.A., \*Rudzinski, S., & \*Johnson, R. (2019). Attention Deficit Hyperactivity Disorders and Classroom-Based Interventions: Evidence-Based Status, Effectiveness and Moderators of Effects in Single Case Design Research. *Review of Educational Research*, 89(4), 569-611. [doi.org/10.3102/0034654319857038](https://doi.org/10.3102/0034654319857038).

Harrison, J.R. & Soares, D.A. (2018). A Systematic Scoping Review of Inclusion in General Education Settings: Youth with Emotional and Behavioral Challenges. *International Journal on Inclusive Education*, doi: 10.1080/13603116.2018.1444107

Soares, D.A., Monroe, A. & McClelland, S.S. (2017). Preparing a profession: Development and design of a merged program. *Creative Education*, 8(8), 1329-1338. Doi: 10.4236/ce.2017.88094.

Gonzalez, J. E., Acosta, S., Davis, H., Pollard-Durodola, S., Soares, D., Saenz, L., Resendez, N. & Zhu, L. (2017). Latino Maternal Literacy Beliefs and Practices Mediating Socioeconomic Status and Maternal Education Effects in Predicting Child Receptive Vocabulary. *Early Education and Development*, 28(1) 78-95.

- Soares, D.A., Harrison, J.R., Vannest, K.J. & McClelland, S.S. (2016). Effect size for token economy use in contemporary classroom settings: A meta-analysis and moderator analysis of single case research. *School Psychology Review*, 45(4), 379-399.
- Davis, H. S., Gonzalez, J. E., Pollard-Durodola, S., Saenz, L. M., Soares, D. A., Resendez, N., Zhu, L., Hagan-Burke, S. (2016). Home literacy beliefs and practices among low-income Latino families. *Early Child Development and Care*, 186, 1152-1172. ISSN: 0300-4430
- Hagan-Burke, S., Soares, D. A., Gonzalez, J. E., Zhu, L., Davis, H. S., Kwok, O., Pollard-Durodola, S. D., Saenz, L. M., Resendez, N. M. (2016). Associations between problem behaviors and vocabulary skills among Hispanic dual-language learners in pre-K. *Topics in Early Childhood Special Education*, 36, 91 – 102.
- Gonzalez, J. E., Pollard-Durodola, S., Saenz, L., Soares, D.A., Resendez, N., & Zhu, L. (2016). Spanish and English early literacy profiles of preschool Latino English language learners. *Early Education and Development*, 27(4) 513-531.
- Pollard-Durodola, S., Gonzalez, J.E., Saenz, L., Soares, D.A., Resendez, N., Kwok, Oiman, Davis H.S. & Zhu, L. (2015). The Effects of Content-Related Shared Book Reading on the Language Development of preschool dual language learners. *Early Childhood Research Quarterly* (3) 106-121. Advance Online Publication. Doi: 10.1016/j.ecresq.2015.12.004
- Vannest, K.J., Parker, R.I., Davis, J.L., Soares, D.A. & Smith, S.L. (2012). The thiel-sen slope for high-stakes decisions from progress monitoring. *Behavioral Disorders* 37 (4), 271-280.
- Vannest, K.J., Soares, D.A., Smith, S.L. & Williams, L.E. (2012). Progress monitoring in science. *Teaching Exceptional Children* 44(6) 67 -72.
- Vannest, K.J., Hagan-Burke, S., Parker, R.I., & Soares, D.A. (2011). Special education teacher time use in four types of programs. *Journal of Educational Research*, 104 (4), 219 – 230, doi: 10.1080/00220671003709898
- Vannest, K.J., Burke, M.D., Payne, T.E., Davis, C.R., & Soares, D.A. (2011). Electronic progress monitoring of IEP goals and objectives. *Teaching Exceptional Children*, 43(5) 40-51.
- Vannest, K.J., Soares, D.A., Harrison, J.R., Brown, L. & Parker, R.I. (2010) Changing Teacher Time. *Preventing School Failure*, 54(2), 86 – 98. DOI: 10.1080/10459880903217739.
- Vannest, K.J., Soares, D.A., & Harrison, J.R. (2009). Changing teacher time use through goal setting, performance feedback and self-monitoring. *Preventing School Failure*, 18 (3), 33-39.
- Soares, D.A., & Vannest, K.J., & Harrison, J.R. (2009). Computer aided self-monitoring to increase academic production and reduce self-injurious behavior in a child with autism. *Behavioral Interventions*, 24, 171-183.

### ***Manuscripts in Review***

Soares, D.A., Harrison, J.R., Peltier, C.J. & \*Press, K. (under review). Academic and Behavioral Strategies with Evidence of Effectiveness in Inclusive Settings for Students with EBD: A Systematic Review and Meta-Analysis. *Exceptionality*.

\*Maxcy, L.E., Soares, D.A., & Harrison, J.R. (2023 under review). A single case design: Using technology based self-monitoring intervention for a student with EBD. (*Assessment for Effective Interventions*).

### ***Manuscripts in Progress***

Harrison, J.R., Evans, S.W., Syed, M. Caine, M., Soares, D.A., Bussanich, G., Owens, J.S., and Bunford, N. (in progress). Educational Accommodations for Students with Behavioral Challenges: An Updated Systematic Review.

Soares, D.A., Harrison, J.R., & Prior, L. (In Progress). Physical Activity and Student with ADHD: A Meta & Moderator Analysis.

Pollard-Durodola, S.D., Gonzalez, J. E., Saenz, L., Soares, D.A., & Davis, H. (In progress). English Word Acquisition Patterns for Spanish-speaking DLLs During Content-Rich Shared Book Reading Instruction. Manuscript in preparation and to be submitted to International Journal of Bilingual Education and Bilingualism.

### ***Books***

Harrison, J.R., Soares, D.A., & Evans, S. (*Released Jun 2023*). Classroom-Based Interventions for Adolescent with ADHD: Bursting Backpacks and Absent Assignments. Taylor & Francis Publishing.

Mott, M.S., Soares, D.A. & McClelland, S.S. (2018; 1<sup>st</sup> Edition). Informed Teaching: Using Data to Improve Educational Performance. San Diego, CA: University Readers, an imprint of Cognella, Inc.

Mott, M.S., Soares, D.A. & McClelland, S.S. (2017; Preliminary Edition). Informed Teaching: Using Data to Improve Educational Performance. San Diego, CA: University Readers, an imprint of Cognella, Inc.

Soares, D.A., Cegelka, W.J., & Payne, J.S. (2016). The token economy playbook: The ultimate guide to promoting superior performance and personal growth. San Diego, CA: University Readers, an imprint of Cognella, Inc. ISBN: 978-1-63487-653-7

### ***Invited Book Chapters***

Soares, D. A., Deschaine, M. E., Roberson, W. B., Rock, D. Harrington, M., & Harvey, B. (2023). District-university partnerships for continuous improvement: How can UM help? In L.M. Gomez, M. Biag, D.G. Imig, S. Tozer, & R. Hitz (Eds) Improving America's schools together: How district-university

partnerships and continuous improvement can transform education (pp. 174-92). Lanham, MD: Rowman & Littlefield.

- Soares, D.A., \*Oliver, A, Harrison, J.R., & Vannest, K.J. (2022). Chapter 8 Project-Based Learning in Inclusive Settings: Students with and at-risk of Disabilities in S. Slough and M. Capraro (Eds.) STEM Project Based Learning – Engineering for a New Era. (3<sup>rd</sup> edition). Sage.
- Soares, D.A., Harrison, J.R., & \*Puente, L.E. (2020). Chapter 3 Token Economies in Coolong-Chaffin, Hawkins, & Axelrod (Eds.) School-Based Behavioral Intervention Case Studies: Effective Problem Solving for School Psychologist. Routledge Press. ISBN-13: 978-0367260705
- Soares, D.A., George, K.C. & Vannest, K.J. (2017). Chapter 12 Screening and progress monitoring in secondary schools in J. Harrison, S. Evans, and B. Schultz (Eds.) School Mental Health Services for Adolescents. Oxford Press.
- Soares, D.A. & Vannest, K.J. (2012). Chapter 10 Project Based Learning: Teaching for Exceptional and Diverse Learners in S. Slough and M. Capraro (Eds.) Handbook for Problem Based Learning: An Integrated Science, Technology, Engineering and mathematics (STEM) approach (2<sup>nd</sup> edition). Sage.
- Soares, D.A. & Vannest, K.J. (2009). Chapter 10 Project Based Learning: Teaching for Exceptional and Diverse Learners in S. Slough and M. Capraro (Eds.) In R. M. Capraro & S. W. Slough (Eds.), Project based learning: An integrated science technology engineering and mathematics (STEM) approach (pp. 1-6). Rotterdam, The Netherlands: Sense.

### ***Monographs, Manuals, and Proceedings***

- Soares, D.A. (2016). Teacher Growth Rubric. Mississippi Educator & Administrator Professional Growth System.
- Soares, D.A. (2014) R2P: An Examination of Intervention Research with Secondary Students with EBD in Light of Common Core State Standards for Mathematics. *Behavior Today*. 29 (1).
- Soares, D.A. (2014). R2P: Research to Practice: An Examination of Intervention Research with Secondary Students with EBD, *Behavior Today*. 29 (2), 1.
- Soares, D.A. (2014). Token Economy. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals (4<sup>th</sup> edition). Hoboken, NJ: John Wiley and Sons\* (January, 2014)
- Vannest, K. J., Parker, R. I., Adiguzel, T., Smith, S. L., & Soares, D. A. (2009). Teacher Time Use (TTU)<sup>©</sup>: A web-based system for measuring and changing teacher time use. (Version 1.0) [Web-based application]. College Station, TX: Texas A&M University. Retrieved August 31, 2009. Available from <http://ttu.tamu.edu/>

Soares, D.A. & Vannest, K.J. (December, 2007). Cognitive Behavior Modification. In N. Salkind (Ed.) *Encyclopedia of Educational Psychology*. Thousand Oaks, CA: Sage Publications.

### **PEER-REVIEWED CONFERENCE PRESENTATIONS**

\*Denotes work with students.

Soares, D.A. & Harrison, J.H. (Nov. 2022). Computer Assisted Instruction for Adolescents with ADHD. Presentation accepted at Teaching Exceptional Children with Behavior Disorders Conference. Tempe, AZ.

Harrison, J.H, Soares, D.A., & Peltier, C.J. (Jan. 2022). Access to the General Education Curriculum: Strategies to Support Students with EBD. Presentation at Council for Exceptional Children. Orlando, FL.

Soares, D.A., Harrison, J.H., & Prior, L.F. (Nov. 2020). Moving and Grooving: Improving Outcomes for Students with Behavior Disorders through Physical Activity. Presentation at Teaching Exceptional Children with Behavior Disorders. Online.

Soares, D.A. & Harrison, J.H. (Feb. 2020). ADHD: Classroom-Based Interventions for General and Special Education Settings. Presentation at Council for Exceptional Children. Seattle, WA.

Soares, D.A. & Harrison, J.H. (Oct. 2019). ADHD: Classroom-Based Interventions for the Inclusion Setting. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.

Harrison, J.H. & Soares, D.A. (Oct. 2018). Emotional and Behavioral Disorders: Academic and Behavioral Strategies with Evidence of Effectives in Inclusive Settings. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.

\*Maxcy, L.E. & Soares, D.A. (Oct. 2018). Self-Monitoring for Students with EBD in the General Education Setting. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.

Soares, D.A. & Harrison, J.H. (Feb. 2018). Students with Emotional and Behavioral Disorders in General Education Settings. Presentation at Council for Exceptional Children. Tampa, Fl.

\*Maxcy, L.E. & Soares, D.A. (Oct. 2017). Perceptions of Regular Classroom Teachers Working with Students with Behavioral Challenges. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.

\*Platt, S.A., \*Maxcy, L.E. & Soares, D.A. (Oct. 2017). Should We Give Them iPads?: A Review of the Emerging Literature on the Use of iPads with Students with Behavior Disorders. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.

- Soares, D.A., Monroe, A., & McClelland, S.S. (Jan. 2017). Preparing a profession: Development and design of a merged program. Presentation at Hawaii International Conference on Education. Honolulu, HI.
- Pollard-Durodola, S.D., Gonzalez, J. E., Saenz, L., Soares, D., Resendez, N., Davis, H., & Zhu, L. (November, 2016). *Preschool Teachers' Typical Vocabulary Instruction and DLLs' Language Outcomes*. Paper proposal accepted as part of the symposium *Approaches to Dual Language Instruction Implemented at the Classroom, Program and National Level* submitted by David Dickinson, for the Literacy Research Association, Nashville.
- Soares, D.A. & Harrison, J.H. (Oct. 2016). Access to the General Education Curriculum: Strategies to Support Students with EBD. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Soares, D.A. & Harrison, J.H. (Apr. 2016). Inclusive Practices with Youth with Emotional/Behavioral Disorders: A Systematic Scoping Review. Presentation at Council for Exceptional Children Conference. St. Louis, MO.
- Soares, D.A. & Hagan-Burke, S. (Oct. 2015). Correspondence among Parent and Teacher Behavior Ratings in Dual Language Learner Preschoolers. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Soares, D.A. & Harrison, J.H. (Oct. 2015). Emotional/Behavioral Disorders, Access to the General Education Curriculum and Inclusive Practices. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Simpson, J.F. & Soares, D.A. (Sept. 2015). Exploring the Use of Dynamic Lighting to Influence Student Behavior. Council for Children with Behavioral Disorders Conference. Atlanta, GA.
- Bowman-Perrott, L., Vannest, K.J., Gage, N., Soares, D.A., & Ninci, J. (Oct. 2014). Single-Case Research and Meta-Analysis: A How-to Panel. Panel Presentation at The 38<sup>th</sup> Annual TECBD Conference. Tempe, AZ.
- Soares, D.A. (2014, Oct.) Secondary Reinforcement Systems in School Settings: The evidence from Single Case Research. Presentation at The 38<sup>th</sup> Annual TECBD Conference. Tempe, AZ.
- Harrison, J.R., & Soares, D.A. (2014, Oct.). Interventions and accommodations. Presentation at The 38<sup>th</sup> Annual TECBD Conference. Tempe, AZ.
- Hagan-Burke, Soares, D.A., & Davis, H.S. (2014, Oct.). Associations between Problem Behaviors and Language Skills among Hispanic Dual-Language Learners in Pre-K. Presentation at The 38<sup>th</sup> Annual TECBD Conference. Tempe, AZ.
- Frame, L., Gonzalez, J.E., Zhu, L., Davis, H.S., Pollard-Durodola, S., Saenz, L., Soares, D., Resendez, N. (August, 2014) *Fidelity outcomes of Shared Book Reading Instruction*. Poster presented at American Psychological Association Annual Convention (APA), Washington, D.C.



- Gonzalez, J.E., Pollard-Durodola, S., Saenz, L., Soares, D., Davis, H.S., Zhu, L., Resendez, N. (July, 2014) *Latent class of Latino English language learner preschool children's Spanish and English emergent literacy skills*. Society for Scientific Study of Reading in Sante Fe, NM.
- Hagan-Burke, S., Soares, D., Davis, H.S., Gonzalez, J.E., Zhu, L., & Kwok, O., Durodola, S., Saenz, L. (2014, February). Relations Among Problem Behaviors and Early Literacy Skills in At-risk Pre-K children in Dual Language Classrooms. Poster Presentation at the Twenty-Second Annual Pacific Coast Research Conference. Coronado, CA.
- Pollard-Durodola, S., Gonzalez, J.E., Saenz, L., & Soares, D.A. (Dec., 2013). Analysis of pre-school teachers' scaffolding decisions while providing feedback during a content rich shared book reading interventions with ELL's, Presentation presented at the annual Literacy Research Association conference, Dallas, TX.
- Vannest, K.J. & Soares, D.A. (September, 2013). Academic Interventions for Students with Behavior Disorders. Presentation at the annual Council for Children with Behavior Disorders, Chicago, IL.
- Soares, D.A., Hagan-Burke, S., Gonzalez, J.E., Zhu, L., Davis, H., Pollard-Durodola, S.D., Saenz, L.M. & Resendez, N. (July, 2013). Examining relations between vocabulary outcomes and problem behaviors in young dual language learners. Poster presented at the annual National Association of School Psychologists, Hawaii.
- Davis, H., Gonzalez, J.E. Zhu, L., Soares, D.A., Pollard-Durodola, S.D., Saenz, L.M., & Lagauna, B. (July, 2013). Using Latent Class Analysis to Explore Variations in Latino Preschool Children Home Literacy Environments. Poster presented at the annual National Association of School Psychologists, Hawaii.
- Carvalho, C., McCormick, A. S., Gonzalez, J. E., Pollard-Durodola, S. D., Saenz, L., Soares, D. A., & Resendez, N. (July, 2013). Spanish as a precursor of English vocabulary growth in preschoolers. Presentation presented at the annual International School Psychology Association, Portugal.
- Pollard-Durodola, S. D., Gonzalez, J. E., Saenz, L. M., Kwok, O., Soares, D.A., Zhu, L., & Davis, H. (July, 2013). Measures of Classroom Quality, Language, Literacy, and Social Skills in Dual Language Learners in Preschool Settings. Presentation presented at the annual Society for the Scientific Study of Reading, Hong Kong.
- Carvalho, C., McCormick, A. S., Gonzalez, J. E., Pollard-Durodola, S. D., Saenz, L., Soares, D. A., & Resendez, N. (February, 2013). Spanish as facilitator of English vocabulary development in Hispanic preschoolers. Presentation presented at the annual National Association of School Psychologists, Seattle, WA.
- Drake, A., Gonzalez, J. E., Pollard-Durodola, S. D., Saenz, L., Soares, D. A., & Resendez, N. (February, 2013). Dual language learners' vocabulary development: Influences of the home literacy environment (HLE). Poster presented at the annual National Association of School Psychologists, Seattle.

- Pollard-Durodola, S. D., Gonzalez, J. E., Saenz, L., Taylor, A., Soares, D.A., & Carvalho, C. (November, 2012). The role of preschool teacher instructional support on the conceptual and vocabulary knowledge growth of English language learners. Paper presented as part of the symposium, Content-rich Vocabulary Instruction in Early Childhood, submitted by Susan Neumann to the Literacy Research Association conference, San Diego, CA.
- Pollard-Durodola, S., Gonzalez, J.E. Saenz, L., Taylor, A., Soares, D.A., & Carvalho, C. (November, 2012). The role of preschool teacher instructional support on the conceptual and vocabulary knowledge growth of English language learners. Presentation presented at the annual Literacy Research Association Conference, San Diego, CA.
- Soares, D.A., Resendez, N. Carvalho, C. Gonzalea, J.E., & Pollard-Durodola, S. (October, 2012). Words of oral reading and language development: A theory of change model. Poster presented at the annual International Conference on Learning Disabilities, Austin.
- Vannest, K.J., Soares, D.A., Davis, J.L., Goodwyn, F. Davis, H., & Hatton, H. (April, 2012) Evidence for Evidence-Based Practices and Strategies. Presentation presented at the annual Council for Exceptional Children, Division Showcase, Council for Behavioral Disorders, Denver.
- Vannest, K.J., Soares, D.A., Davis, J.L., Goodwyn, F. Davis, H., & Hatton, H. (September, 2011) What is the state of the evidence for evidence-based practices? Presentation presented at the annual Council of Behavioral Disorders, New Orleans, Louisiana.
- Soares, D.A. (2011). Token Economy Systems and their Effects in Educational Settings. American Psychological Association, Division V, Washington D.C.
- Soares, D.A. & Harrison, J.R. (2010). Self-Monitoring to Increase On-Task Behavior. Applied Behavior Analysis International Convention, San Antonio, TX.
- Soares, D.A., Vannest, K.J., & Smith, S. (2010). Improve your Time Use and Improve Student Learning and Behavior. Council for Exceptional Children, Nashville, TN.
- Vannest, K.J., Harrison, J.R., & Soares, D.A. (2009). Interventions for Behavior at Tier 2 & Tier 3. Texas Council for Exception Children, Dallas, TX.
- Smith, S., Soares, D.A., & Vannest, K.J. (2009). Teacher Time Use: Strategies to Monitor and Maximize Instructional Time. Texas Council for Exception Children, Irving, TX.
- Harrison, J.R. & Soares, D.A. (2009). The impact of disciplinary removals from the LRE on annual yearly progress. Council for Exception Children, Seattle, WA.
- Harrison, J.R. & Soares, D.A. (2008). Discipline referral analysis and impact on TAKS scores: Implications for pre-service instruction in classroom management. Teacher Education Division Council for Exception Children, Dallas, TX.

- Harrison, J.R. & Soares, D.A. (2008). Teaching pre-service teachers to interpret evidence for evidence-based practice: An illustration from the ADHD literature. Poster Session at Teacher Education Division Council for Exception Children, Dallas, TX.
- Vannest, K.J. & Soares, D.A. (2008). Teacher's Time Use: Does Paperwork, Discipline, or Consulting Interfere with your Instruction? Texas Council for Exceptional Children, Irving, Texas.
- Vannest, K.J., Burke, M., Soares, D.A. & Davis, C. (2008). Progress Monitoring Behavior Electronically for Classroom Rules, School Rules or BIP's. Texas Council for Exceptional Children, Irving, Texas.
- Vannest, K.J., Brown, L., Ramsey, L. & Soares, D.A. (2008). Teacher Time Use Across Settings. Council for Exceptional Children, Boston, Massachusetts.
- Burke, M. Vannest, K.J., & Soares, D.A. (2008). The use of e-DBRC (electronic Daily Behavior Report Cards) for tier two and tier three interventions within a school-wide model. Association for Positive Behavior Support, Chicago, Illinois.
- Soares, D.A. & Harrison, J.R. (2007). Presentation: Learner Characteristics and types of behaviors exhibited by students with EBD. CCBD International Conference, Irving, Texas.
- Soares, D.A., Rockstroh, L., & Wimberely, L. (2007). Presentation: Making Connections: Families of Student with Disabilities and School Involvement. Texas A & M University.

### ***Invited Presentations***

- Soares, D.A. (2022, June). Disability Issues on the College Campus: Current challenges faced on college and university campuses with regard to disability and accommodation. Mississippi Education Law Conference, University of Mississippi.
- Soares, D.A. (2021, May). The Individualized Education Plan for Preschool Educators. Willie Price Preschool, University of Mississippi.
- Soares, D.A. (2020, September). Key Points in Special Education for School Administrators. Principal Corp, University of Mississippi.
- Soares, D.A. (2019, September). School Leadership for Students At-Risk or with Disabilities. Principal Corp, University of Mississippi.
- Soares, D.A. (2018, September). School Leadership for Students with Disabilities. Principal Corp, University of Mississippi.
- Soares, D.A. (2017, September). Behavior: School-wide Positive Behavior Supports and Individual Behavior Problems. Principal Corp, University of Mississippi.
- Soares, D.A. (2016, December). Response to intervention: A guide for educators [video file].

- Soares, D.A. Behavior: School-wide Positive Behavior Supports and Individual Behavior Problems. Principal Corp, University of Mississippi, September, 2016.
- Soares, D.A. Behavior: School-wide Positive Behavior Supports and Individual Behavior Problems. Principal Corp, University of Mississippi, October, 2014.
- Soares, D.A. Special Education: Former Student Panel Discussion. Texas A & M University, Graduate Special Education Class, October, 2014.
- Soares, D.A. RTI: Response to Intervention. University of Mississippi, Graduate Education Class, September, 2014.
- Soares, D.A. Teacher Time Use: Does Discipline, Paperwork or Consulting Interfere with Instruction? Texas A & M University, Graduate Special Education Class, November, 2010.
- Soares, D.A. Successful Strategies for Teaching in Special Education. Texas A & M University, Special Education Field Based Class, November, 2007.

### ***Workshops***

- Soares, D.A. (2022). Positive Behavior Interventions and Supports. Pontotoc Elementary School, Pontotoc, Mississippi, August 2, 2022.
- Soares, D.A. and Puente, L.E. (2020). Restorative Practices: Foundations, Trauma, Social Emotional Skills and Classroom Interventions. Texas Behavior Institute, Education Service Center, Beaumont, Texas, June 10-11.
- Soares, D.A. (2018). Positive Behavior Supports and Token Economy. Education Service Center, Huntsville, Texas, July 11-12.
- Soares, D.A. (2017). Positive Behavior Supports and Token Economy. Education Service Center, Huntsville, Texas, July 27-28.
- Soares, D.A. (2010). Visual Representations of Data. Texas A & M University, College Station Texas, April 29, 2010.

### ***Local School Districts***

- Soares, D.A. (Sept. 2016). Project CAPSS: Conquering Academic/Behavior Problem Solving Skills. Lafayette County School District, Oxford, MS.
- Soares, D.A. (Oct. 2014). Behavior 101: How to be a Proactive in Discipline. Lafayette County School District, Oxford, MS.
- Soares, D.A. (2006, 2005, 2004). Data-based Decisions: Increasing Teacher Decision Making about programming for EBD students. Cypress Fairbanks Independent School District, Houston, Texas.

- Soares, D.A. (2005). Classroom Strategies for success in special education. Cypress Fairbanks Independent School District, Houston, Texas.
- Soares, D.A. (2005). Collaboration between School and Home: Making a Token Economy System for reporting Behaviors. Cypress Fairbanks Independent School District, Houston, Texas.
- Soares, D.A. (2003). Texas Behavior Support Initiative Trainer for Katy Independent School District.
- Soares, D.A. (1997). Behavioral Intervention Case Manager Trainer – In compliance with CA code for Hughes Bills. Casa Pacifica Non-Public School, Camarillo, California.
- Soares, D.A. (1997). Professional Assault Response Training – De-escalation techniques with physically aggressive children. Casa Pacifica Non-Public School, Camarillo, California.

## SERVICE

### *Memberships:*

- |                |  |
|----------------|--|
| 2003 – present | Association of Professional Educators                  |
| 2007 – present | Council for Exceptional Children                       |
| 2007 – present | Division for Emotional and Behavioral Health           |
| 2008 – present | Teacher Educators for Children with Behavior Disorders |
| 2014 – present | American Association of Colleges for Teacher Education |
| 2014 – present | The Carnegie Project on the Education Doctorate        |
| 2016 – present | American Association of University Professors          |

### *National:*

- |                |   |
|----------------|---|
| 2012 – 2013    | Guest Reviewer, <i>Early Childhood Research Quarterly</i>             |
| 2012 – present | Reviewer, <i>Corwin, a Sage Company</i>                               |
| 2017 – present | Reviewer, Journal of Behavior Education                               |
| 2019 – present | CAEP Accreditation Annual Report Reviewer                             |
| 2020           | Book Reviewer, <i>Plural Publishing</i>                               |
| 2021 – present | Editorial Board, <i>Journal of Contemporary Research in Education</i> |
| 2021 – present | Reviewer, <i>International Journal of Inclusion</i>                   |

### *State:*

- |             |  |
|-------------|--|
| 2014 – 2016 | Special Education Task Force, <i>Mississippi Department of Education</i>     |
| 2014 – 2021 | Special Education Advisory Panel, <i>Mississippi Department of Education</i> |

### *University:*

2019	SOE ADA Representative
2019 – present	Graduate Council
2017	Teacher Education Committee, Chair, Faculty Search (SPED)
2016 – present	Mississippi Excellence in Teaching Program, Advisory Panel, University of Mississippi
2016	Leadership and Counselor Ed Committee, Faculty Search (EDRS)
2016	Teacher Education Committee, Faculty Search (Admin Sec)
2015	Teacher Education Committee, Faculty Search (SPED)
2014 – present	Faculty & Training Development Committee, University of Mississippi
2014 – present	Chancellor’s Standing Committee on Accessibility, University of Mississippi
2014 – present	Undergraduate Program Revision, University of Mississippi
2014	Research Revision Committee, University of Mississippi
2013 – present	Scholarship Review Committee, University of Mississippi
2013 – present	Curriculum and Policy Committee, University of Mississippi
2013 – present	Teacher Education Committee, University of Mississippi
2013 – present	Graduate Program Committee, University of Mississippi
2013	Pre-Tenure Review Committee, University of Mississippi
2013	Department Chair Search Committee, University of Mississippi
2010	Search Committee, student representative, Texas A & M

*Community Outreach:*

2022	Soares, D.A. (2022). Positive Behavior Interventions and Supports. Pontotoc Elementary School, Pontotoc, Mississippi, August 2, 2022.
2016 – 2018	Project CAPSS (Conquering Academic/Behavioral Problem-Solving Skills). Designed, implemented and trained all teachers and administrators on Project CAPSS for Lafayette Upper Elementary School. Project CAPSS is a intervention classroom to assist children in crises so they can remain in their Inclusion Classrooms.
2014 – 2018	Lafayette County School District, Professional Development for administrators and teachers on At-Risk Behavior
2012	Navasota Junior High, presented professional development to teachers and administrators and consulted on Positive Behavior Supports

**PROFESSIONAL DEVELOPMENT AND TRAINING**

2022	<b>Improvement Leadership and Education (iLEAD) Town Hall</b> (January, June, November)
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Carnegie Foundation for the Advancement of Teaching  
Zoom  
The University of Mississippi and Oxford School District

2021 **Improvement Leadership and Education (iLEAD) Convening and Writing Retreats** (March, June, August, and October)  
Carnegie Foundation for the Advancement of Teaching  
Zoom  
The University of Mississippi and Oxford School District

2020 **Improvement Leadership and Education (iLEAD) Convening** (February)  
Carnegie Foundation for the Advancement of Teaching  
New York, NY  
The University of Mississippi and Oxford School District

2019 **Improvement Leadership and Education (iLEAD) Convening** (February)  
Carnegie Foundation for the Advancement of Teaching  
San Diego, CA  
The University of Mississippi and Oxford School District

2018 **Improvement Leadership and Education (iLEAD) Convening** (January)  
Carnegie Foundation for the Advancement of Teaching  
San Diego, CA  
The University of Mississippi and Oxford School District

2018 **Improvement Leadership and Education (iLEAD) Convening** (January)  
Carnegie Foundation for the Advancement of Teaching  
Chicago, IL  
The University of Mississippi and Oxford School District

2017 **Improvement Leadership and Education (iLEAD) Convening** (October)  
Carnegie Foundation for the Advancement of Teaching  
San Francisco, CA  
The University of Mississippi and Oxford School District

2016 **The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Convening** (June)  
Reston, VA  
The University of Mississippi and Mississippi Department of Education

2015 **The Carnegie Project on the Education Doctorate Convening** (October)  
Boca Raton, FL

2015 **Child Advocacy Studies Training (CAST)** (October)  
Gunderson Training Center  
Jackson, MS

2015 **e-Learning Teaching Certificate**

## GRANTS AND CONTRACTS

### ***Current Projects – Funded & Submitted***

- March, 2024. Organization for Autism Research – The Bridge Program: Social Support Program for College Students with Autism. Submitted LOI for \$47,500.  
Role: Principal Investigator and Co-Author
- March, 2024. Achieving Equity Grant – The Bridge Program: Social Support Program for College Students with Autism. Submitted LOI for \$9,000.  
Role: Principal Investigator and Co-Author
- March, 2024. Hearin Foundation – Student Scholarships. The University of Mississippi, School of Education, Special Education Applied Behavior Analysis Program. Submitted \$106,114.  
Role: Principal Investigator and Co-Author
- November, 2023. Parker Lifeshare Foundation. Special Education Program: Applied Behavior Analysis. Awarded: \$12,000.  
Role: Principal Investigator and Co-Author
- July, 2023. Office of National Drug Control Policy – Executive Office of the President. William Magee Institute for Student Wellbeing Subaward: Student Connectedness. Funded \$997,853.00  
Role: Principal Investigator
- November, 2021. Parker Lifeshare Foundation. Special Education Program: Applied Behavior Analysis. Funded \$442,000.  
Role: Co-Author
- September, 2018. Parker Lifeshare Foundation. Development of an Applied Behavior Analysis Program. Funded \$470,000.  
Role: Co-Author
- January, 2015. Collaboration for Effective Educator Development, Accountability, and Reform in Mississippi. Awarded by the University of Florida’s CEEDAR Center. Funded \$400,000.  
Role: Co-author in collaboration with Mississippi Department of Education, William Carey University, Mississippi State University, and University of Mississippi.

### ***Completed Projects***

- January, 2017. Open Educational Resources Awarded by the University of Mississippi. Funded \$4,000.00.  
Role: Author and Co-Collaborator with Dr. Diane Lowry and Dr. Sara Platt.



October, 2014. Behavioral correlates of teacher-child relationships: A critical ingredient to pre-school success. Internal research grant awarded by the University of Mississippi School of Education. Funded \$4,000.

Role: Author and Principal Investigator

April, 2012. Project WORLD Database Design and Consulting. Research grant awarded by Texas A&M University's Center on Disability and Development. Funded: \$3,875.

Role: Author and Coordinator.

2005 – 2008. *D2K: Data to Knowledge. Academic and Behavior Progress Monitoring.* Collaborator – 50% FTE. Texas Education Agency and Texas A & M University. Kimberly J. Vannest, Principal Investigator. Grant funding \$1.2 million.

Role: Project Coordinator.

2002 – 2003. *Bilingual Parent Center: Meeting the needs of Hispanic and Bilingual Parents.* Investment Capital Fund Grant. Kathy Attaway, Principal Investigator. Grant Funding \$50,000.

Role: Co-Principal Investigator.

2002 - 2003. *Technology for the Classroom.* Independent School District Capital Fund Grant. Grant Funding \$2,000.

Role: Principal Investigator.

**Board of Trustees  
Full Board Meeting  
November 14, 2024****Academic Program Reviews for the 2024-2025 Academic Year**

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**Recommended Action:**

Informational

**Background Information:**

The University of West Florida (UWF) requires periodic review of all academic programs. UWF Policy AC-07.01-11/23, Academic Program Review Policy, details the requirements of the program review process that is designed to assess and improve academic programs. Where appropriate, program reviews are carried out in conjunction with accreditation reviews. The results of program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level. Among the key components of academic programs reviews are:

- Appropriate input from external experts;
- Review how individual academic programs are achieving stated student learning outcomes and program objectives within the context of the university's mission;
- Establishment of teaching, research, service, and other program goals and objectives;
- Review of current strengths and challenges of the program;
- Summary of recommendations and/or proposed action plans made as a result of the review.

With UWF's potential move from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to the Higher Learning Commission (HLC) tentatively scheduled to commence in 2026, we decided to pause all program reviews for the current academic year that were not required by an external, programmatic accrediting board. All affected programs are listed in the attached 2024-2025 Academic Program Review Schedule. This one-year pause will allow us to align our program review requirements with HLC's standards, criteria, and expectations; thus helping to ensure a smooth transition from SACSCOC to HLC.

**Implementation Plan:**

None

**Fiscal Implications:**

Program review costs are funded through the Office of the Provost.

**Relevant Authority:**

University Policy: AC-07.01-11/23 Academic Program Review Policy

**Supports Strategic Direction(s):**Strategic Direction 3: Exceptional Academic Programming & Scholarship Aligned with State Needs

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**Supporting Documents:**

1. 2024-2025 Academic Program Review Schedule
2. AC-07.01-11/23 Academic Program Review Policy

**Prepared by:**Dr. Dallas Snider, Vice Provost, Division of Academic Affairs, 850.473.7348, [dsnider@uwf.edu](mailto:dsnider@uwf.edu)**Presenter:**

Dr. Dallas Snider, Vice Provost, Division of Academic Affairs

### 2024-2025 Academic Program Review Schedule

Program	CIP Code	Department	College	Status
Chemistry	40.0501	Chemistry	Hal Marcus College of Science and Engineering	American Chemical Society (ACS) reaccreditation
College Student Affairs Administration	13.1102	Teaching, Leadership, and Research	School of Education	<i>deferred to 2025-2026</i>
Computer Engineering	14.0901	Dr. Muhammad Harunur Rashid Department of Electrical and Computer Engineering	Hal Marcus College of Science and Engineering	Accreditation Board for Engineering and Technology (ABET) reaccreditation
Computer Science	11.0701	Computer Science	Hal Marcus College of Science and Engineering	Accreditation Board for Engineering and Technology (ABET) reaccreditation
Cybersecurity	11.1003	Cybersecurity and Information Technology	Hal Marcus College of Science and Engineering	Accreditation Board for Engineering and Technology (ABET) reaccreditation
Electrical Engineering	14.1001	Dr. Muhammad Harunur Rashid Department of Electrical and Computer Engineering	Hal Marcus College of Science and Engineering	Accreditation Board for Engineering and Technology (ABET) reaccreditation
Health Sciences and Administration, M.H.A.	51.0701	Healthcare Administration	Usha Kundu, MD College of Health	Commission on Accreditation of Healthcare Management Education (CAHME) initial accreditation
Information Technology	11.0103	Cybersecurity and Information Technology	Hal Marcus College of Science and Engineering	Accreditation Board for Engineering and Technology (ABET) reaccreditation
Mechanical Engineering	14.1901	Mechanical Engineering	Hal Marcus College of Science and Engineering	Accreditation Board for Engineering and Technology (ABET) reaccreditation
Philosophy	38.0101	History and Philosophy	College of Arts, Social Sciences and Humanities	<i>deferred to 2025-2026</i>
Public Administration, M.S.A.	52.0206	Business Administration	Lewis Bear Jr. College of Business	<i>deferred to 2025-2026</i>
Social Work	44.0701	Social Work	Usha Kundu, MD College of Health	Council on Social Work Education (CSWE) reaccreditation
Social Work	51.1503	Social Work	Usha Kundu, MD College of Health	Council on Social Work Education (CSWE) reaccreditation
Sport Management, B.S.	31.0504	Commerce	Lewis Bear Jr. College of Business	<i>deferred to 2025-2026</i>



**UNIVERSITY POLICY AC-07.01-11/23**

**TO:** The University of West Florida Community

**FROM:** Dr. Martha D. Saunders, President

**SUBJECT:** Academic Program Review

**RESPONSIBLE OFFICE:** Academic Affairs

**I. Purpose:**

Academic program reviews are designed to periodically analyze how degree programs provide students with high quality education and preparation for success in our global economy. Well aligned with regional and discipline-specific accreditation expectations, program review processes at the University of West Florida (the “University”) emphasize the assessment of student learning outcomes and continuous program improvement.

Accreditation standards require the cyclic review of all academic degree programs for continuous improvement. Program reviews must document how individual academic programs are achieving stated student learning outcomes and program objectives within the context of the university’s mission. The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level.

**II. Policy:**

**A. Program Review Schedule**

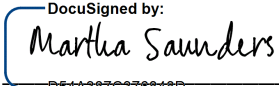
1. The University shall establish and maintain a schedule for submission of program review summary reports for every degree program.
2. The university’s program review schedule shall ensure that all programs receive sufficient review, with input from external experts as appropriate, within an established cycle. Exceptions to the cycle may be negotiated to align a review with a specialized disciplinary accreditation cycle. Departments will be notified by the Office of the Provost of their scheduled program reviews.

B. Program Review Procedures and Guidelines

1. The University must establish and publish clearly defined procedures and guidelines for reviewing academic degree programs during each cycle for the purpose of ensuring continuous program improvement.
2. The University's program review and continuous improvement process must include a review of programs that includes alignment of programmatic planning with University goals and planning.
3. Baccalaureate programs should be prepared to demonstrate compliance with requirements regarding State-approved common prerequisites and, if appropriate, specialized admission status of the program to determine if such status is still warranted.

C. Program Review Summary Reports

1. A program review summary report must be completed for every program review that is conducted during each program review cycle. Each summary report must include components identified in program review guidelines provided by the Office of the Provost.
2. A copy of all full program review reports must be maintained at a campus location specified by the University Provost.

Approved by:  \_\_\_\_\_ Date: 11/29/2023  
D54A387C378848D...  
Dr. Martha D. Saunders

**Authority:** BOG Regulation 1.001, University Board of Trustees Powers and Duties

**Cross Ref.:** None

**History:** Enacted July 2009; revised November 2023

**Last Review:** November 2023

**Board of Trustees  
Full Board Meeting  
November 14, 2024**

Update of Anticipated New Academic Programs AY2024-25

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**Recommended Action:**

Informational

**Background Information:**

In March 2024, the Board of Governors amended regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings to include a change in reporting requirements for new degree programs. The amended regulation requires UWF to provide the BOT office with a list of new academic degree program proposals that will be brought before the UWF Board of Trustees for consideration for the upcoming year.

UWF presented the initial list to the Board at the May 16, 2024, Academic Affairs Committee meeting. The attached represents an update to this list to include the Bachelor of Fine Arts in Graphic Design to be presented to the Board of Trustees during AY 2024-25.

**Implementation Plan:**

The UWF Board of Trustees Academic Affairs Committee reviews the update to the new academic degree program proposal list for AY 2024-25 on November 14, 2024.

The UWF Board of Trustees reviews the update to the new academic degree program proposal list for AY 2024-25 on December 5, 2024.

UWF submits the update to the new academic degree program proposal list for AY 2024-25 to the State University System of Florida Board of Governors Office in December 2024.

**Fiscal Implications:**

None

**Relevant Authority:**

BOG Reg. 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings

**Supports Strategic Direction(s):**

Strategic Direction 3: Exceptional Academic Programming & Scholarship Aligned with State Needs

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**Supporting Documents:**

1. Updated List of Anticipated New Academic Programs for the 2024-25 Academic Year

**Prepared by:**

Angela Bryan, Director of Institutional Effectiveness and SACSCOC Liaison, [abryan@uwf.edu](mailto:abryan@uwf.edu)

**Presenter:**

Dallas Snider, Vice Provost, Academic Affairs



## Updated List of Anticipated New Academic Programs for the 2024-25 Academic Year

### Background:

At the March 2024 meeting, the Board of Governors amended 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings, changing reporting requirements for new degree programs. The amended regulation requires universities to provide the Board office with a list of the new academic degree programs that will be considered by the university boards of trustees for the upcoming academic year. The university may make changes to the list during the academic year but must inform the board of trustees and the Board office of any changes. The Board office will share the combined list for the System with CAVP and CAVP ACG to discuss program duplication and System coordination.

### Instructions:

Please use the table below to report all new academic degree program proposals the university plans to submit to the Board office in the 2024-2025 Academic Year. This list would include degree programs that were submitted previously to the Board office. Your institution's board of trustees must have reviewed this list prior to submission to the Board office. Please submit the updated list via the Information Request System.

### Updated List of Anticipated New Academic Programs for the 2024-25 Academic Year

CIP Code	Program Name	Level	Other SUS Institutions that Offer the Program	Projected Student Enrollment for Year 1	Date Submitted to the University Board of Trustees
50.0409	Graphic Design	Bachelor	FAMU, UF, UNF, USF	15	December 5, 2024

University of West Florida

Institution:

Dallas Snider

for Jaromy Kuhl

Signature of Provost/ Vice President for Academic Affairs

September 11, 2024

Date

**Board of Trustees**  
**Full Board Meeting**  
**November 14, 2024****Comparison of Textbook Affordability Efforts among the SUS**

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**Recommended Action:**

Informational

**Background Information:**

On August 15, 2024, the 2024 UWF Textbook and Instructional Materials Affordability Annual Report was presented to the Board of Trustees Academic Affairs Committee. During that presentation, the trustees requested additional information about the University's efforts to reduce the costs of textbooks. Specifically, how UWF compares to other institutions within the State University System of Florida.

**Implementation Plan:**

None

**Fiscal Implications:**

None

**Relevant Authority:**

BOG Regulation 8.003 Textbook and Instructional Materials Affordability and Transparency  
UWF REG-3.040 Textbook and Instructional Materials Affordability

**Supports Strategic Direction(s):**

Strategic Direction 1: Student Centered and Focused

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**Supporting Documents:**

1. Analysis of Textbook Affordability Results Across the SUS
2. UWF REG-3.040 Textbook and Instructional Materials Affordability

**Prepared by:**

- Dr. Karen Rasmussen, Special Assistant to the Provost's Office
- Dr. Dallas Snider, Vice Provost, Division of Academic Affairs, [dsnider@uwf.edu](mailto:dsnider@uwf.edu)

**Presenter:**

Dr. Dallas Snider, Vice Provost, Division of Academic Affairs



## Analysis of Textbook Affordability Results Across the SUS (abridged)

### % Course Sections that Did Not Require or Recommend the Purchase of a Textbook

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
UWF	32%	37%	44%	46%	41%	48%
Other SUS Range	14%-66%	14%-69%	29%-71%	24%-70%	TBA	TBA
Average	45%	46%	53%	49%	TBA	TBA

### % Course Sections Meeting the 45-Day Posting Deadline

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
UWF	95%	91%	99%	99%	100%	100%
Other SUS Range	90-99%	91-100%	95-100%	96-100%	TBA	TBA

UWF textbook selection processes for General Education courses with high enrollments aligned to reported processes at other institutions, by individual faculty, faculty committees, department chairs and/or a combination of processes.

#### **NOTES:** All 12 institutions:

- Used no-cost materials and/or Open Educational Resources (OERs).
- Used no-cost or low-cost course materials in 69% of course sections.
- Met the 95% requirement of posting instructional materials 45 days prior to the first day of class.
- Complied with posting requirements established by Senate Bill 7044 for instructional materials and syllabi, including links to a public, searchable database of materials comprised of 5 academic years' data.



**Number:** UWF/REG-3.040  
**Title:** Textbook and Instructional Materials Affordability  
**Responsible**  
**Department:** Office of the Provost

## **I. General Statement:**

The University of West Florida (“UWF” or “University”) establishes the following regulation for minimizing the cost of textbooks to students while maintaining the quality of their educational experience and continuing to ensure academic freedom.

## **II. Selection of Textbooks and Instructional Materials**

Textbook and instructional materials shall be adopted by the University through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:

- A. Purchasing digital textbooks in bulk;
- B. Expanding the use of open-access or Open Education Resources and instructional materials;
- C. Rental options;
- D. Affordable digital textbooks and learning objects;
- E. Mechanisms for assisting students in buying, renting, selling, and sharing textbooks and instructional materials;
- F. The length of time that textbooks and instructional materials will remain in use;
- G. An evaluation of the cost savings for textbooks and instructional materials which students may realize if they are able to exercise opt-in provisions for the purchase of the materials; and
- H. The use of innovative pricing techniques and payment options for textbooks and instructional materials in consultation with providers including bookstores. The pricing techniques and payment options must include an opt-in provision for students and may be

approved only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.

### **III. Selection Procedures**

#### **A. Selection Deadline and Exceptions to Deadline**

The Office of the Provost shall establish textbook and instructional material adoption procedures providing that textbooks and other instructional materials shall be adopted no later than 45 days prior to the first day of classes to allow sufficient time for the University bookstore to work with publishers to confirm availability of the requested materials, source lower cost options, explore alternatives with faculty, and maximize the availability of used textbooks and instructional materials. Requests for an exception to the compliance deadline shall be submitted in writing to the Office of the Provost in accordance with the established textbook and instructional material adoption procedures and shall provide a reasonable justification for an exception. For courses added after the notification deadline or when an extension is granted, textbook information shall be posted immediately as such information becomes available. However, no exceptions shall be granted less than 45 days prior to the first day of class for each semester.

#### **B. Bookstore Notification**

Each instructor must provide the University bookstore with textbook and instructional material selection information for each course they have been assigned to teach as early as reasonably possible but no later than the deadlines established in this regulation. Such information must include:

##### **1. Textbooks and Instructional Materials Not Required**

Notification that no textbook or instructional materials will be required or recommended for the course, if applicable; or

##### **2. Textbooks and Instructional Materials Required**

- a. Sufficient information detailing any and all textbooks and instructional material that the instructor will require or recommend to students who are enrolled in the course to purchase;
- b. A statement of the intent of the course instructor or academic department offering the course to use, during the term of the course, all instructional materials that the instructor is requiring students enrolled in the course to obtain;
- c. If a bundled package is required, a statement that the instructor intends to use each individual item sold as a part of the bundled package, unless the individual items

from the bundled package would cost more, if purchased separately, than the package as a whole; and

- d. If the course instructor or academic department offering the course is selecting a new edition of a textbook or instructional material, a statement reflecting the determination by the course instructor or academic department of the extent to which the new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which previous editions are acceptable and if open-access textbooks or instructional materials are available.

#### **IV. Posting Requirements**

The University shall post prominently in the course registration system and on applicable websites as early as is feasible, but at least 45 days before the first day of class for each semester, a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections offered at the institution during the upcoming term. The Office of the Provost shall determine compliance with this requirement no later than 45 days prior to the first day of classes for each semester. A course added less than 45 days prior to the first day of classes is exempt from this notification requirement. The posted list shall include the following information for each required textbook:

- A. The International Standard Book Number (ISBN); or
- B. Other identifying information that shall include, at a minimum:
  1. The title;
  2. All authors listed;
  3. Publisher(s) and edition number;
  4. Copyright date;
  5. Published date; and
  6. Other relevant information necessary to identify the specific textbook required for each course.
- C. In addition, the list of required and recommended textbooks and instructional materials must:

1. Be searchable by the course subject, course number, course title, instructor name, assigned textbook or instructional material title, and author of the assigned textbook or instructional material; and
  2. Be easily downloadable by current and prospective students.
- D. If a course subject to posting requirements is a general education core course option identified pursuant to Section 1007.25, Fla. Stat., the course syllabus must be included and contain the following:
1. The course curriculum;
  2. The goals, objectives, and student expectations of the course; and
  3. How student performance will be measured.

The above information must remain posted in a public, searchable database for at least five academic years.

## **V. Financial Aid**

The Director of Student Financial Aid or designee shall publish on the University website the procedure through which students who cannot otherwise afford the cost of a textbook can obtain a textbook, including consideration of the extent to which an open-access textbook may be used, and shall publish on the University website the procedure through which students can obtain required textbooks prior to receipt of their financial aid distribution, when necessary.

## **VI. Consultations**

As dual enrollment agreements are made or reviewed, the appropriate office within the Division of Academic Affairs shall consult with school districts for which there are articulation agreements in place to help identify practices that impact the cost of dual enrollment textbooks and instructional materials to these districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

## **VII. Prohibitions**

No employee of the University may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to make specific purchases. However, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and both the outside activity requirements and conflict of interest restrictions set forth in the university's regulations, policies, and in collective bargaining agreements, and employee may receive:

- A. Sample or instructor copies of textbooks or other instructional resources. These materials cannot be sold if they are identified as samples and not for sale;
- B. Royalties or other compensation from the sales of textbooks that include the individual's own writing or work;
- C. Honoraria for academic peer review of course materials;
- D. Fees resulting from activities such as reviewing, critiquing, or preparing support materials for textbooks; and
- E. Training in the use of course materials and learning technologies.

### **VIII. Reporting**

The Board of Trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor, that details:

- A. The textbook and instructional materials selection process for high enrollment courses;
- B. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
- C. Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course selections 45 days before the first day of class;
- D. The number of courses and course sections that were not able to meet the posting deadline for the previous academic year;
- E. Compliance with the required components of the textbook and instructional materials list posting requirements; and
- F. Any additional information determined by the Chancellor.

**Effective Date:** September 14, 2023

**Authority:** BOG Reg. 1.001  
BOG Reg. 8.003  
§1004.085, Florida Statutes

**History:** Adopted June 2010; amended September 2010, July 2017, September 2020, and September 2023

**Last review:** September 2023