

MYRA N. WOMBLE
CURRICULUM VITAE

1. ACADEMIC HISTORY

Name:	Myra N. Womble
Present Rank:	Associate Professor, Spring 1998
Proportion Time Assignments:	.50 Instruction, .25 Research
Tenure Status:	Tenured, Spring 1998
Administrative Title:	Graduate Coordinator
Graduate Faculty Status:	First appointed Spring 1996, Reappointed Spring 2003
Highest Degree:	Ed.D., North Carolina State University, 1992

ACADEMIC POSITIONS

Associate Professor (1998-present)
Department of Workforce Education, Leadership, and Social Foundations
The University of Georgia
Athens, GA
mwomble@uga.edu

Assistant Professor (1992-1998)
Department of Workforce Education, Leadership, and Social Foundations
The University of Georgia
Athens, GA

Assistant Professor (1991-1992)
Division of Business
Saint Augustine's College
Raleigh, NC

____ Instructor (1980-1991)
Division of Business/Adult and Continuing Education Program
Saint Augustine's College
Raleigh, NC

OTHER PROFESSIONAL POSITIONS

Program Director (1985-1992)
Division of Business
Computing Academic Enrichment Center
Saint Augustine's College
Raleigh, NC

OTHER PROFESSIONAL POSITIONS (con't)

Partner (1985-1988)
Information Processing Associates (*IPA*)
Raleigh, NC.

Instructor (1984-1985)
Job Training Program, YMCA
Raleigh, NC

Program Specialist (1983-1985)
Economic Development Administration University Center
Small Business Administration
Saint Augustine's College
Raleigh, NC

Post-Graduate Awards

None

2. RESIDENT INSTRUCTION

GRADUATE COURSES TAUGHT

EOCS 8200 Contemporary Teaching Trends and Strategies in Workforce Education

EOCS 8200 is a core designed for graduate students who are already teaching and need to enhance their readiness to teach using the most up-to-date methods and materials. This course integrates practice and theory through application of contemporary, applied, and direct teaching strategies. Students enhance their teaching effectiveness by engaging in a program of planned self-evaluation. Students also identify areas for improvement, use and employ methods and standards they define, and use tools to improve their teaching. Terms taught and enrollment: Spring 2008, 19.

EOCS 7560 Diversity in Occupational Education and Work

EOCS 7560 is a core course in the Program of Workforce Education. This course provides graduate students an opportunity to discuss and explore current issues relevant to students from economically disadvantaged and/or culturally diverse backgrounds. Characteristics of individuals deemed at-risk of school failure, the relationship of poverty and cultural diversity, applicable legislation, and educational and societal responsibilities are addressed. Terms taught and enrollment: Spring 2007, 25; Spring 2006, 16; Spring 2005, 19; Spring 2004, 28; Spring 2002, 13; Spring 2001, 11; Spring 2000, 13; Spring 1999, 17; Winter, 1998, 20; Spring 1997, 18; Winter 1996, 11; Summer 2006, 17; Summer 2005, 17; Summer 2005, 18; Summer 2002, 17; Summer 2001, 12; Summer 2000, 15; Summer 1999, 21.

EOCS 8990 Doctoral Seminar in Occupational Studies

EOCS 8990 is a course designed to help doctoral students develop research skills necessary to identify an appropriate dissertation topic and prepare the prospectus. Doctoral students examine published research, explore researchable topics of interest to them and dissertation-style writing. Terms taught and enrollment: Winter 1996, 15

ERSH 6200 Methods of Research in Education

ERSH 6200 is a course offered through the Program of Educational Psychology, however, this section of the course was taught specifically for graduate students in the Program of Workforce Education. Students were introduced to diverse research approaches used in Workforce Education settings and engaged in critical review and interpretation of research published in Workforce Education. Terms taught and enrollment: Spring 1997, 22.

EBUS 7030 Word Processing Applications (Split Level)

EBUS 7030 was a course provided for graduate students who were inservice or preservice Business Education teachers. Its focus was on instructional approaches for teaching word processing in secondary and post-secondary schools. The course included advanced features of word processing software packages such as merging, sorting, mathematical functions, and desktop publishing. Due to a review and revision of the curriculum, this course is no longer offered. Terms taught and enrollment: Fall 2004, 14; Fall 2002, 25; Fall 2001, 6; Fall 2000, 24; Fall 1999, 21; Fall 1998, 16; Fall 1997, 9; Fall 1996, 7; Fall 1995, 14; Fall 1994, 16; Fall 1993, 11; Fall 1992, 15; Spring 1996, 15; Spring 1995, 16; Spring 1994, 14; Spring 1993, 14; Winter 1995, 19; Winter 1994, 15; Winter 1993, 12; Summer 2004, 18; Summer 2002, 17; Summer 2001, 13; Summer 2000, 12; Summer, 1997, 15; Summer 1996, 9; Summer 1995, 13; Summer 1994, 13; Summer 1993, 15.

EBUS 7060 Desktop Publishing in Workforce Education (Split Level)

EBUS 7060 is a course provided for graduate students who are teaching or preparing for teacher certification in Business Education. Its focus is on instructional approaches for teaching desktop publishing in secondary and post-secondary schools. The course includes computer applications for electronic publishing such as elements of page design, effective publications, presentations, and developing instructional materials. Terms taught and enrollment: Fall 2007, 18; Fall 2006, 14; Fall 2005, 15; Fall 2004, 17; Fall 2002, 28; Fall 2001, 17; Fall 2000, 25; Fall 1999, 25; Fall 1998, 17; Fall 1997, 8; Fall 1996, 11; Fall 1995, 15; Fall 1994, 7; Fall 1993, 3; Spring 1997, 10; Spring 1996, 14; Spring 1995, 14; Spring 1994, 7; Spring 1993, 6.

EBUS 6010 Business Communications (Split Level)

EBUS 6010 is a course designed for graduate students who are teaching or preparing for teaching certification in Business Education. The primary focus of this course is theory and practice of thinking, reading, writing, speaking, and listening processes involved in conducting business in the workplace. Terms taught and enrollment: Summer 1995, 15.

EBUS 7070 Office Management (Split Level)

EBUS 7070 is a course provided for graduate students who are teaching or preparing for teacher certification in Business Education. This course provides students with an overview of entrepreneurial and management theory and practice needed for teaching students in secondary and post-secondary schools. Students develop skills needed to teach entrepreneurship and management concepts and its focus includes product and service development, decision making, finance, marketing, and management. Terms taught and enrollment: Spring 2004, 15; Spring 2002, 28; Spring 2001, 21; Spring 2000, 16; Spring 1999, 16; Spring 1997, 18; Spring 1993, 18.

EBUS 7010 Instructional Strategies in Information Processing

EBUS 7010 is a course designed for graduate students who are already teaching and need to enhance their readiness to teach computer applications as Business Education teachers in secondary and post-secondary schools. Teaching theory and principles of skill building, materials development, and evaluation relating to teaching of keyboarding, word processing, and machine or manual transcription. Terms taught and enrollment: Summer, 1999, 10; Summer 1996, 7.

EBUS 6020 Computer Concepts and Operating Systems for Workforce Education (Split Level)

EBUS 6020 is a course designed for graduate students who are teaching or preparing for teacher certification in Business Education. This courses introduces graduate students to computer hardware and software operating procedures, data organization, and data representation. Current trends in workforce uses of computer technology and instructional approaches for teaching operating systems are emphasized. Terms taught and enrollment: Summer 2004, 8.

Dr. Womble has also worked with students in EOCS 7650 Applied Project in Occupational Studies, EOCS 6000 Directed Readings in Occupational Studies, and EOCS 7460 Internship in Teaching Occupational Studies.

ACADEMIC ADVISING

Dr. Womble has served as academic advisor to doctoral, specialist, masters, undergraduate, and non-degree students. A summary of students advised by Dr. Womble since coming to the University is provided in the table below.

Level	<i>N</i>	Level	<i>N</i>
Doctoral	53	Undergraduate	33
Specialist	15	Non-degree	10
Masters	174		

ACADEMIC SUPERVISING

Dr. Womble has supervised a few student teachers, but the majority of her supervisory work has been with masters and specialists students as they develop applied projects. A summary of her supervisory work since coming to the University is provided in the table below.

Activity	<u>N</u>
Student Teachers	2
Specialists Applied Projects	12
Masters Applied Projects	11

Courses Taught at Saint Augustine’s College (*offers undergraduate degrees only*)

Three semester hours each:

Business and Corporate Finance	Introduction to Business	Business Law
Business Communication	Principles of Business Education	Office Management
Business Management	Elementary Shorthand	
Advanced Keyboarding	Word/Information Processing	

3. SCHOLARLY ACTIVITIES

A. PUBLICATIONS (**Refereed, **Invited*)

BOOKS AUTHORED OR CO-AUTHORED

None

BOOK EDITED AND CO-EDITED

None

CHAPTERS IN BOOKS

Womble, M. N. & Williams, S. (2004). Transportation technologies: Are two better than one? and Is bigger better? In R. B. Hill, (Ed.), *Ethics for citizenship in a technological world* (pp. 220-226). New York: Glencoe McGraw-Hill. *Case study in chapter 3: Ethics and the design and development of technological systems* (Contribution percentages: Womble 70%, Williams 30%)*

Womble, M. N. & Williams, S. (2004). Transportation technologies: Are two better than on? And Is bigger better? In R. B. Hill, (Ed.), *Ethics for citizenship in a technological World* (pp. 96-101). New York: Glencoe McGraw-Hill. *(Case study in chapter 7: Ethics and the study of the designed world)* (Contribution percentages: Womble 70%, Williams 30%)*

Womble, M. N. (2003). Non-custodial fathers and child support issues. In E. I. Farmer, J. W. Rojewski, & B. W. Farmer, (Eds.), *Diversity in America: Visions of the future* (pp. 267-294). Dubuque, IA: Kendall/Hunt.*

MONOGRAPHS

None

JOURNAL ARTICLES (Remaining contribution percentages will be added)

Evanciew, C. E. P., Jones, K. H., & Womble, M. N. (2001). Student perceptions of an intervention program for populations who are at-risk. *The Journal of At-Risk Issues*, 7(3), 25-32.*

Womble, M. N., Adams, J. E., & Stitt-Gohdes, W. L. (2000). Business and marketing education programs in Georgia: Focus groups examine issues for program reform. *Delta Pi Epsilon Journal*, 42(1), 38-57.*

Smith, B. P. & Womble, M. N. (2000). African American women: effective teaching in the academy. *Research Association of Minority Professors Journal*, 4(1), 29-47 (Contribution percentages: Smith-50%, Womble-50%).

Adams, J. E., Womble, M. N., & Jones, K. H. (2000). Marketing education students' perceptions toward marketing education courses. *Journal of Career and Technical Education*, 17(1), 46-63.*

Woolcock-Henry, C. O. & Womble, M. N. (2000). Effects of participation in a computer-based course on attendance, discipline, and selected attitudinal variables among secondary at-risk students. *Journal of Educational Opportunity*, 18(2), 7-31. (Contribution percentages: Woolcock-Henry-50%, Womble-50%)*

Jones, K. H. & Womble, M. N. (1998). At-risk students' perceptions of work and career-related issues. *Journal of Vocational Special Needs Education*. 20(2), 12-25.*

Womble, M. N., Hall, H. C., & Turner, J. (1997). Middle school vocational teachers' knowledge of the characteristics of at-risk learners. *Journal of Vocational and Technical Education*, 14(1), 60-66. (Contribution percentages: Womble-60%, Hall-30%, Turner-10%)*

Jones, K. H. & Womble, M. N. (1997). Urban trade and industrial students' perceptions of school and career-related issues: A basis for improving instruction. *Journal of Vocational Education & Training: the Vocational Aspect of Education*, 49(1), 409-430. (Contribution percentages: Jones-70%, Womble-30%)*

- Hill, R. B. & Womble, M. N. (1997). Teaching work ethic: evaluation of a 10-day unit of instruction on work ethic, work attitudes, and employability skills. *Journal of Educational Opportunity*, 16(1), 57-79. Contribution percentages: Hill-50%, Womble-50%)*
- Jones, K. H., Womble, M. N. & Searcy, C. A. (1997). Trade and industrial education student's perceptions of courses. *Journal of Industrial Teacher Education*, 34(2), 82-101. (Contribution percentages: Jones-60%, Womble-30%, Searcy-10%)*
- Womble, M. N. & Jones, K. H. (1996). Perceptions of selected urban business education students toward work and career-related issues. *Journal of Vocational and Technical Education*, 13(1), 42-54. (Contribution percentages: Womble-70%, Jones-30%)*
- Womble, M. N., Jones, K. H., & Ruff, N. S. (1995). Employment readiness of urban youth: A study of perceptions of students enrolled in vocational courses. *Journal of Vocational Education Research*, 20(3), 51-83. (Contribution percentages: Womble-60%, Jones-30%, Ruff-10%)*
- Womble, M. N., Ruff, N. S., & Jones, K. H. (1995). Improving employment readiness of urban youth: Perceptions of students enrolled in business courses. *Delta Pi Epsilon Journal*, 37(1), 13-28. (Contribution percentages: Womble-60%, Ruff-10%, Jones-30%)*
- Womble, M. N. (1995). Transition from a teaching institution to a research institution: An African American female perspective. *Innovative Higher Education*, 19(4), 241-254.**
- Womble, M. N. (1994). Graduates assess needed skills and knowledge for an information systems program in a small college. *Journal of Information Systems Education*, 6 (1), 12-17.*
- Anderson, D., Jones, K. H., & Womble, M. N. (1994). Textbook analysis of business education textbooks. *Delaware Business Journal*, X, 1-22. (Contribution percentages: Anderson-50%, Jones-35%, Womble-15%)*
- Womble, M. N. (1993). Assessment of competencies for computer information systems curricula. *Delta Pi Epsilon Journal*, 34 (2), 69-85.*

SCHOLARLY REVIEWS

- Womble, M. N. (in press). PST-100SV and PST-80SV public safety telecommunicator test. In Geisinger, K. F., Spies, R. A., Carlson, J. F., & Plake, B. S. (Eds.), *The Eighteenth Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.**

Womble, M. N. (2007). Entrepreneurial style and success indicator. In Geisinger, K. F., Spies, R. A., Carlson, J. F., & Plake, B. S. (Eds.), *The Seventeenth Mental Measurements Yearbook* (pp. 309-312). Lincoln, NE: Buros Institute of Mental Measurements.**

Womble, M. N. (1998). MDS Vocational Interest Exploration System. McCarron-Dial Systems: Dallas, TX, McCarron, L.T. & Spires, H. P. *The Mental Measurements Yearbook*, Buros Institute of Mental Measurements.**

_____ Womble, M. N. (1998). NOCTI Teacher Occupational Competency Test: Scientific Data Processing. National Occupational Competency Testing Institute, Conoley, C. (Ed.). *The Mental Measurements Yearbook*, Buros Institute of Mental Measurements.**

TECHNICAL REPORTS

Womble, M. N. (2001). *Job placement of selected populations as related to length of program*. Department of Technical and Adult Education, Atlanta, GA: DTAE

Stitt-Gohdes, W. L., Womble, M. N. & Adams, J. E. (1998). *Needs assessment of business and marketing education programs in Georgia high schools*. A 1997-1998 Study Conducted for the Georgia Department of Education.

Schell, J. W., Fritz, R., Stitt-Gohdes, W., Ruff, N., Rojewski, J., & Womble, M. N. (1993). *A pilot study: Critical thinking and problem-solving in Georgia technical education*. A 1992-1993 Study Conducted for the Georgia Department of Technical and Adult Education.

ABSTRACTS

None

BOOK REVIEWS

None

WORKS SUBMITTED BUT NOT YET ACCEPTED

Pullens, L. & Womble, M. N. (submitted). The career maturity of general education development students. *Journal of Vocational Behavior*. (Contribution percentages: Pullens 50%, Womble 50%).

Womble, M. N. & Adams, J. E. (submitted). Graduate students explore aspects of diversity through service learning. *Journal on Excellence in College Teaching*. (Contribution percentages: Womble 60%, Adams 40%)

ANY OTHER – PROCEEDINGS

Womble, M. N. (2003, January). *Executive Summary: Job placement of selected populations as related to length of program*. Paper provided to the Department of Technical and Adult Education Dissemination Conference, Atlanta, GA.

Stitt-Gohdes, W. L., Womble, M. N. & Adams, J. E. (1998). Business and marketing education curriculum assessment. *Proceedings of Omicron Tau Theta Annual Meeting, American Vocational Association National Convention, New Orleans, LA., 23-29.*

Womble, M. N., Ruff, N. S., & Jones, K. H. (1994). School to work preparation of urban youth: Perceptions of secondary students enrolled in business education courses in urban school settings. *Proceedings of the 1994 Delta Pi Epsilon National Research Conference, 145-152.*

Womble, M. N., Ruff, N. S., & Jones, K. H. (1994). Improving employment readiness of urban youth: Perceptions of students enrolled in vocational courses in urban settings. *Proceedings of the 1994 American Vocational Education Research Association Conference, 66-99.*

RESEARCH INSTRUMENTS DEVELOPED

Womble, M. N. & Jones, K. H. (1994). *Student Perceptions Toward Work and Career-Related Issues.*

Jones, K. H. & Womble, M. N. (1994). *Student Perceptions of Vocational Courses.*

Womble, M. N. (1992). *Assessment of Competencies for Computer Information Systems Curricula.*

WORKS IN PROGRESS

Womble, M. N. (in progress). Middle school students' perceptions about work and career-related issues. *Middle School Journal.*

Womble, M. N. (in progress). Examining alternative and traditional high school business education students' perceptions about courses: A comparative study. *Delta Pi Epsilon Journal.*

Womble, M. N. & Smith, B. P. (in progress). Graduate student evaluations: Using negative feedback to affect positive change for African American faculty. *Academic Exchange Quarterly.* (Contribution percentages: Womble 50%, Smith 50%)

Womble, M. N. & Blessinger, P. (in progress). Perceptions of technical college business education students in Denmark and the U.S. toward work-based courses: A comparative study. *American Education Research Journal*. (Contribution percentages: Womble 70%, Blessinger 30 %)

B. CREATIVE CONTRIBUTIONS

COURSES DEVELOPED (*Approved through CAPA system*)

EOCS 8200 Contemporary Teaching Trends and Strategies in Workforce Education
EOCS 8210 Theory and Practice for Web-based Instruction in Workforce Education

COURSES REDEVELOPED FOR ONLINE DELIVERY

EOCS 7560 Diversity in Occupational Education and Work
EBUS 4020-6020 Computer Concepts and Operating Systems for Workforce Education
EBUS 5030-7030 Word Processing Applications
EBUS 5070-7070 Office Management
EBUS 5060-7060 Desktop Publishing in Occupational Studies

ACTIVITIES HANDBOOK

Womble, M. N. (2003). *Handbook of 50 activities for integrating dimensions of diversity into business and marketing education curricula*. Distributed at 40th Southeastern Business Education Conference, Athens, GA.

CAREER DEVELOPMENT WORKSHOP MATERIALS

Womble, M. N. & Williams, S. (2002). Job search: Resume development and employability skills. Workshop materials developed for helping unemployed adults develop employment skills. Timothy Baptist Church, Athens, GA.

Womble, M. N. & Taylor, S. (1997). Computer applications: Developing personal word processing skills. Workshop materials developed for helping unemployed adults develop employment skills. Timothy Baptist Church, Athens, GA.

TELEVISION PRODUCTION

Watts, B. C., Womble, M. N. & Mills, B. K. (Producers), & Jones-Hunter, C. (Director). (1989). *The job search: Effective interviewing techniques*. Raleigh, NC: WAUG. (*St. Augustine's College*)

C. GRANTS RECEIVED (*University of Georgia*)

Womble, M. N. (2000). *Job placement of selected populations as related to length of program and area of study*. Department of Technical and Adult Education. July 1, 2000-September 30, 2001 (\$11,000).

Womble, M. N. and Adams, J. E. (1998). *Redesign and implementation of a professional core course to include an academic community learning experience as defined by the College of Education*. Summer 1999-Spring 2000 (5% of academic year salary)

Hill, R. B., & Womble, M. N. (1996). *Teaching work ethic*. College of Education, Joint Research/Outreach Program, The University of Georgia. Support for a one-third time graduate assistantship for the 1996-97 academic year, (\$6,600.00).

Hill, R. B., & Womble, M. N. (1994). *Microsoft Partnership Programs*. Microsoft Corporation. Grant program to provide support for microcomputer instruction in the Department of Occupational Studies, The University of Georgia. Combined with a larger college proposal. Provided software with estimated value of \$2,200.

Womble, M. N. (1993). *Proposal for innovative approaches to vocational staff development*, Georgia Vocational Staff Development Consortium, (\$3,664.00).

GRANT PROPOSALS SUBMITTED, NOT FUNDED (*University of Georgia*)

Womble, M. N. & Jones, K. H. (1997). College of Education, Joint Research/Outreach Program, The University of Georgia. (Requested \$8,725.00).

Womble, M. N., Rollins, C., & Jones, K. H. (1996). Using case studies to facilitate instruction for students with special needs in occupational studies and rehabilitation counseling. College of Education, The University of Georgia. Faculty Support/Collaboration Grant (requested \$2,000.00).

Womble, M. N. & Smith, B. (1996). Teacher intervention: What can classroom teachers do with/for students at risk of school failure? College of Education, The University of Georgia. Summer Faculty Research Grant (requested \$4,500.00).

Womble, M. N. (1993). Computer competency validation. College of Education, The University of Georgia. Summer Faculty Research Grant (requested \$3,800.00).

GRANTS RECEIVED *Saint Augustine's College*

Womble, M. N. (1992-1993). Academic Enrichment Program, U. S. Office of Education, (\$161,000). [Grant awarded at end of 1991-1992 academic year] (*Principal Investigator*)

Womble, M. N. & Hargrove, R. (1991-1992). Instructional Support Materials for Technical Writing, Bush-Hewlett Foundation, (\$1,500.00). (*Principal Investigator and Grant Manager*)

Womble, M. N. (1987-1992). Information Center Management, Computer Programming, Field Experience Enhancement Program, U. S. Office of Education, (\$540,600.00). (*Principal Investigator and Grant Manager*)

Womble, M. N. (1982-1987). Office Administration/Word Processing Center, U. S. Office of Education, (\$295,171.00). (*Principal Investigator and Grant Manager*)

D. RECOGNITIONS AND OUTSTANDING ACHIEVEMENTS

Certificate, “Greatly Contributing to the Career Development of UGA Students,” Awarded by the University of Georgia Career Center, nominated by students (2003–2007)

Joined Phi Delta Kappa by invitation (2003)

Outstanding Manuscript Award, Journal of Career and Technical Education, *Marketing education students’ perceptions toward marketing education courses* (2001)

Nominated by Department of Occupational Studies for a Faculty Senate Award for Teaching Excellence (1996, 1997)

Outstanding Beginning Scholar Award, American Vocational Education Research Association (1996)

Peer nominated and selected as Faculty Symposium Participant, College of Education, University of Georgia, Unicoi State Park, Helen, GA (1995)

Outstanding Teaching Award, Department of Occupational Studies, University of Georgia, Athens, GA (1995)

Top 10 Best Papers Recognition, Delta Pi Epsilon National Research Conference, *Improving employment readiness of urban youth: Perceptions of students enrolled in business courses* (1995)

Teaching and Service Award, Student Chapter of the National Association of Black Accountants, Saint Augustine’s College, Raleigh, NC (1989)

Outstanding Teaching in Business Communication, Saint Augustine’s College, Raleigh, NC (1983)

Outstanding Young Woman of America (1983)

E. RESEARCH AREAS

The overarching theme of my research is employment readiness of diverse groups and curriculum and instruction. This theme encompasses two interrelated strands from which most of my research has emerged (1) at-risk populations and (2) curriculum and instruction. My research involving at-risk populations focuses primarily on students at risk of school failure, a group encompassing all students, but primarily students identified with minority groups and the economically disadvantaged. Several of my studies examine courses, programs, and instruction directed toward students at risk of school failure or dropouts. Another group of my studies focus on curriculum and instruction issues such as course content, effective teaching, vocational interest, employability skills, and computer competence. Results of my research in these areas may be beneficial to inform my instruction and that of others, as well as to provide guidance for program reform at various education levels. My most recent research within the broader theme is expected to expand the curriculum and instruction strand of my work, using comparative studies of U.S. and international post-secondary students to examine perceptions of courses and career-related issues.

F. SUPERVISION OF STUDENT RESEARCH

During her tenure at the University of Georgia, Dr. Womble has served on approximately 46 doctoral committees. She is currently serving on 13 doctoral committees. She has supervised 12 specialist projects and 11 masters projects. In addition, she has served on approximately 150 reading committees for exiting masters and/or specialist students inside and outside of the Department. A summary of her work with doctoral students follows.

DOCTORAL STUDENTS – DISSERTATIONS DIRECTED AND COMPLETED

Brazeal, Bryant (2007). *An examination of business education teachers' preparedness to integrate technology into the curriculum*. Ed.D. Dissertation, Workforce Education, The University of Georgia, Athens.

Pullens, Laveda (2005). *Career maturity of general education degree students*, Ed.D. Dissertation, Workforce Education, The University of Georgia, Athens.

Johnson, David P. (2002). *The cognitive effects of design principles on academic performance of students using web-based instruction*, Ph.D. Dissertation, Occupational Studies, The University of Georgia, Athens.

Woolcock-Henry, Constance (2000). *The effect of participation in a computer-based course on attendance, discipline, and selected attitudinal variables among secondary at-risk students*, Ed.D. Dissertation, Occupational Studies, The University of Georgia, Athens.

Yousuf, Asad (1999). *Self-efficacy and vocational interests in the prediction of academic performance of students in engineering technology*, Ed.D. Dissertation, Occupational Studies, The University of Georgia, Athens.

DOCTORAL STUDENTS – COMMITTEE CHAIR

Dr. Womble is currently chairing eight doctoral committees and co-chairing one doctoral committee. Information about student progress is provided in the table below.

STUDENT	ADMITTED	DEGREE	CURRENT STATUS
Bowen, Derrick	Fall 2004	Ed.D.	Written Examination
Finnell, Alicia	Fall 2004	Ed.D.	Oral Examination
Freeman, Misty	Fall 2006	Ed.D.	Completing Coursework
Hanes, Michael	Fall 2005	Ed.D.	Written Examination
Glenn, Frederick*	Spring 2003	Ed.D.	Completing Coursework
Gunby, Howie	Fall 2004	Ed.D.	Oral Examination
Taylor, Simphronia	Fall 1996	Ed.D.	Not currently enrolled
Washington, Cheryl	Fall 2004	Ed.D.	Written Examination
Williams, Stephanie	Fall 2001	Ed.D.	Completing Dissertation

* Completed MAT degree and leadership certification while enrolled as a doctoral student.

DOCTORAL STUDENTS - INTERIM ADVISOR

Dr. Womble has served as interim advisor for approximately 53 doctoral students during her tenure at the University of Georgia. She is currently serving as interim advisor for three doctoral students: Danuta Skupien, Duane Sprull, and Zachary Thomas.

DOCTORAL STUDENTS - COMMITTEE MEMBER

Dr. Womble has served as a member on approximately 46 doctoral committees during her tenure at the University of Georgia. A summary of the committees on which she has served and is serving follows.

COMPLETED

LeMoine, L. (2007). *Impact technology staff development on the perceived abilities of teachers to use computers in their classrooms*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.

- Asunda, P. (2007). *Impact of professional development workshops on secondary technology teachers: implementation of an engineering design focus*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Soo-Jung, K. (2007). *Identifying work ethic constructs using a Korean translation of the OWEI*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Godfrey, P. (2006). *Comparing adult technical college student learning styles, attributes, competencies and skills for success in online and face to face mathematics classes*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Moran, G. (2005). *Job satisfaction, commitment, and teaching status among alternatively certified career and technical education teachers*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Domenico, D. (2005). *Career aspirations of pregnant and parenting adolescents*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Seals, V. (2005). *Career development of women in executive leadership*, Educational Administration and Policy, Doctoral Dissertation, The University of Georgia, Athens.
- Anthony, L. (2005). *Self-efficacy and work readiness of disadvantaged females*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Symanoskie, J. (2005). *Comparison of career and technical education student teacher and supervising teacher ratings of preparation of teach*, Ph.D., Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens
- Goodman, P. (2004). *School restructuring*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens, GA
- Jenrette, D. E. (2004). *Career decision making difficulties of the transition from military to civilian sector*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Johnson, D. D. (2004) *Job satisfaction and intent to remain in teaching of Georgia business education teachers*, Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Pritchett, L. (2002). *Employability skills desired by employers and exhibited by high school students with mild mental retardation*, Ed.D., Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.

- Teague, J. L. (2002). *Identification of predictors of high school students' absenteeism*, Ed.D. Occupational Studies, Doctoral Dissertation, The University of Georgia, Athens.
- Palmer, G. (2001). *The career development of African Americans in the areas of training and organizational development*, Ed.D. Adult Education, Doctoral Dissertation, The University of Georgia, Athens.
- Alling, Sr., J. J. (1999). *Motivation of post-secondary students with physical disabilities*, Ed.D. Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- Cory, J. (1999). *The effects of work ethic instruction on high school vocational education students*, Ed.D. Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- Skinner, M. K. (1997). *Perceptions of employees of technical institutes toward eight elements of team effectiveness*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- Calhoun, R. (1996). *Curriculum articulation problems for business administration majors in the university system of Georgia*. Ed.D. Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- Spoon, J. C. (1996). *Impact of student learning style and instructor teaching style on achievement of adult basic skills students*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- McCoy, R. (1996). *Computer competencies needed in business education for the 21st century*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- Turner, J. P. (1996). *Motivational needs of students enrolled in agricultural education programs in Georgia*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- Willis, M. (1995). *Academic success of GED recipients and high school graduates in the secretarial diploma programs at Augusta Technical Institute*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.
- Lu, J. (1995). *Perceptions of business teacher educators in NABTE institutions toward availability, use, and effectiveness of computers in instruction*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.

Crews, T. (1994). *Ratings of the Georgia business education industry certification standards by Georgia educators and business and industry personnel*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.

Greene, C. (1994). *A qualitative study: Factors influencing women's choice of nontraditional skilled occupations*. Ed.D., Occupational Studies, Doctoral dissertation, The University of Georgia, Athens.

IN PROGRESS

Tom Brooks, Ed.D., Workforce Education
George Darden, Ph.D., Social Foundations of Education
Cameron Denson, Ph.D., Workforce Education
Jeremy Eason, Ph.D., Workforce Education
Douglas Gardenshire, Ed.D., Workforce Education
Jeffery Hall, Ed.D., Workforce Education
Janice Hardy, Ph.D., Instructional Technology
Kimberly Harvell, Ed.D., Workforce Education
Sam Lester, Ed.D. Workforce Education
Keisha Nalty, Ph.D., Social Foundations of Education
Edith Payne, Ed.D., Workforce Education
Beth Pitts, Ph.D., Workforce Education
Charles Sears, Ed.D., Workforce Education
Renee Smith, Ph.D., Workforce Education
Preston Sweet, Ed.D., Workforce Education
Rita Waller, Ed.D., Adult Education

G. EDITORSHIPS AND EDITORIAL BOARD MEMBERSHIPS

EDITORSHIPS

Editor, Journal of Career and Technical Education, 2000-2002
Editor, Omicron Tau Theta National Newsletter, 1998-2000
Editor, Georgia Business Education Association, 10th District Newsletter, Volume 1, Nos. 1-2, 1996
Co-Managing Editor, Journal of Vocational Education Research, 1997-1999

EDITORIAL BOARD MEMBERSHIPS

Journal of Education for Business, 2002-2005
Journal of Business and Training Education, 2002-2004
Action in Teacher Education, 1999-2001
Journal of Career and Technical Education, 1996-2000
Journal of Vocational Education Research (Co-managing Editor), 1997-1999

REVIEWER

Journal of Career and Technical Education, 2000–present
Career and Technical Education Research, 2000–present
Journal of Education for Business, 2006–present
Journal of Business and Training Education, 2004–present
Conference on Qualitative Research in Education, Athens, GA, 1995-1998
Delta Pi Epsilon National Research Conference, 1994

H. PAPERS – NATIONAL

- Adams, J. E., Stitt-Gohdes, W. L., & Womble, M. N. (2007, December). *The dropout dilemma*. Symposium presented at the Association for Career and Technical Education National Convention, Las Vegas, NV.
- Womble, M. N. (2005, November). *Teaching through a culturally responsive curriculum*. Paper presented at the National Association for Multicultural Education International Conference, Atlanta, GA.
- Womble, M. N. (2004, October). *Middle school students' perceptions about work and career-related issues*. Paper presented at Delta Pi Epsilon National Research Conference, Arlington, VA.
- Williams, S. & Womble, M. N. (2004, April). *Service learning: Integrating decision making activities for elementary teachers*. Paper presented at the Annual International Technology Education Association Conference, Albuquerque, NM.
- Womble, M. N. & Williams, S. (2003, December). *Integrating dimensions of diversity into Career and Technical Education curricula*. Paper presented at the Association for Career and Technical Education National Convention, Orlando, FL.
- Womble, M. N. & Williams, S. (2003, December). *Toward a practitioner model: Middle school career exploration students' perceptions about work and career-related issues*. Paper presented at the Association for Career and Technical Education National Convention, Orlando, FL.
- Womble, M. N., Williams, S., & Elmore, J. M. (2002, December). *Classroom strategies for helping CTE students develop problem-solving skills*. Paper presented at the Association for Career and Technical Education National Convention, San Diego, CA.
- Womble, M. N. (2001, December). *Classroom strategies for teaching students identified as at-risk of school failure*. Paper presented at the Association for Career and Technical Education National Convention, New Orleans, LA.

- Womble, M. N. & Johnson, D. P. (2001, April). *Attitudes toward school and retention: An examination of students enrolled in keyboarding courses in rural schools*. Paper presented at the Annual Convention of the National Business Education Association, Atlanta, GA.
- Womble, M. N., Jones, K. H., & Adams, J. E. (2001, December). *Work and career-related Issues: Perceptions of students enrolled in business education courses*. Paper presented at the Association for Career and Technical Education National Convention, New Orleans, LA.
- Adams, J. E., Womble, M. N., & Jones, K. H. (2001, December). *Marketing education students' perceptions toward marketing education courses*. Paper presented at the Association for Career and Technical Education National Convention, New Orleans, LA.
- Jones, K. H. & Womble, M. N. (1999, December). *At-risk students' perceptions of work and career-related issues*. Paper presented at the Association for Career and Technical Education National Convention, Research Division, Orlando, FL.
- Womble, M. N. & Adams, J. E. (1999, December). *Integrating academic community learning in workforce education*. Paper presented at the Association for Career and Technical Education National Convention, New and Related Services Division, Orlando, FL.
- Womble, M. N. & Johnson, D. (1999, December). *Creative ideas for integrating computer technology in business and marketing courses*. Paper presented at the Association for Career and Technical Education National Convention, Business Education Division, Orlando, FL.
- Womble, M. N., Woolcock-Henry, C., & Johnson, D. P. (1998, December). *Web-based instruction in the business education classroom*. Paper presented at the Annual Meeting of the National Association of Classroom Educators of Business Education, New Orleans, LA.
- Stitt-Gohdes, W. L., Womble, M. N., & Adams, J. E. (1998, December). *Future business education and marketing scenarios: Where must we go?* Paper presented at the American Vocational Association National Convention, Business Education Division, New Orleans, LA.
- Stitt-Gohdes, W. L., Womble, M. N., & Adams, J. E. (1998, December). *Business and marketing education curriculum assessment*. Paper presented at the Annual Meeting of Omicron Tau Theta, American Vocational Association National Convention, New Orleans, LA.

- Womble, M. N. & Hill, R. B. (1997, December). *Using the WWW to enhance work ethic instruction in business education*. Paper presented at the American Vocational Association National Convention, Business Education Division, Las Vegas, NV.
- Jones, K. H. & Womble, M. N. (1996, December). *Work-based education: Focus on urban students enrolled in trade and industrial education courses*. Paper presented at the American Vocational Association National Convention, Trade and Industrial Division, Cincinnati, OH.
- Womble, M. N., Hall, H.C., & Turner, J. (1995, December). *Middle grades vocational teachers' knowledge of the characteristics of at-risk learners*. Paper presented at the American Vocational Education Research Association National Convention, Denver, CO.
- Womble, M. N. & Jones, K. H. (1995, October). *Perceptions of selected urban business education students toward work and career-related issues*. Paper presented at the 1995 International Conference for the Division of Career Development and Transition, Raleigh, NC.
- Stitt-Gohdes, W. L., & Womble, M. N. (1995, April). *A critique of statewide business education curriculum models*. Paper presented at the National Association of Business Teacher Educators Research Conference, San Francisco, CA.
- Womble, M. N., Ruff, N. S., & Jones, K. H. (1994, November). *School to work preparation of urban youth: Perceptions of secondary students enrolled in business education courses in urban school settings*. Paper presented at the 1994 Delta Pi Epsilon National Research Conference, Philadelphia, PA.
- Womble, M. N., Ruff, N. S., & Jones, K. H. (1994, December). *Improving employment readiness of urban youth: Perceptions of students enrolled in vocational courses in urban settings*. Paper presented at the American Vocational Education Research Association National Convention, Dallas, TX. (Recognized in top 10 best papers at Delta Pi Epsilon National Research Conference)
- Womble, M. N. (1994, June). *Transition from a teaching to a research institution: How to cope*. Symposium conducted at the 7th Annual National Conference on Race and Ethnicity in American Higher Education, Atlanta, GA.

PAPERS – REGIONAL

- Womble, M. N. (2007, November). *Building effective organizations and societies through the appreciation of diversity*. Keynote speaker for CROWD 50, Inc., a southeastern-based professional organization of Liberian Americans, Atlanta, GA.

- Womble, M. N. (2003, January). *Executive Summary: Job placement of selected populations as related to length of program*. Paper presented at the Department of Technical and Adult Education Dissemination Conference, Atlanta, GA.
- Womble, M. N. (2003, February). *Incorporating issues of diversity in the business and marketing education curriculum*. Paper presented at the 40th Annual Southeastern Business Education Conference, Athens, GA.
- Womble, M. N. (2002, February). *Classroom strategies for helping at-risk students learn: Georgia teachers speak*. Paper presented at the 39th Annual Southeastern Business Education Conference, Athens, GA.
- Womble, M. N., Williams, S., & Elmore, J. (2002, February). *Classroom strategies for teaching problem-solving concepts in career and technical education*. Paper presented at the 39th Annual Southeastern Business Education Conference, Athens, GA.
- Womble, M. N. (2001, September). *Job placement of selected populations as related to length of program*. Paper presented to Department of Technical and Adult Education, Athens, GA.
- Womble, M. N. (2001, February). *Classroom strategies for teaching students identified as at-risk of school failure*. 38th Annual Southeastern Business Education Conference, Athens, GA.
- Womble, M. N., (2000, February). *Integrating academic community learning into career and technical education*. Paper presented at the 37th Annual Southeastern Business Education Conference, Athens, GA.
- Womble, M. N., Wims, K., & Taylor, S. (1999, February). *Enhancing classroom instruction with technology*. Paper presented at the 36th Annual Southeastern Business Education Conference, Athens, GA.
- Womble, M. N. & Landry, R. (1998, February). *Using the world wide web in instruction*. Paper presented at the 35th Annual Southeastern Business Education Conference, Athens, GA.
- Womble, M. N. & Hardy, J. V. (1997, February). *Desktop design for business educators*. Paper presented at the 34th Annual Southeastern Business Education Conference, Athens, GA.
- Hardy, J. V. & Womble, M. N. (1996, September). *Desktop publishing in cyberspace: Creating a world wide web home page*. Paper presented at the Albany State College Educational Technology Conference, Albany, GA.

Womble, M. N. (1995, February). *Perceptions of secondary students in urban school settings toward work and career-related issues*. Paper presented at the 32nd Annual Southeastern Business Education Conference, Athens, GA.

Womble, M. N. (1994, February). *Graduate follow-up: A tool in information systems (IS) curriculum design and accountability*. Paper presented at the 31st Annual Southeastern Business Education Conference, Athens, GA.

4. **PUBLIC SERVICE**

GOVERNMENT AGENCIES – NATIONAL

None

GOVERNMENT AGENCIES – STATE

Session Presider, Fall Professional Development Conference, Georgia Department of Education, Business, Marketing and Information Technology Unit, Savannah, GA (2000)

Evaluator, Georgia Quality Core Curriculum (QCC), Areas in Business Education, Georgia Department of Education (1997)

Womble, M. N. (1996, May). Staff development workshop (novice): Word Processing Applications Using WordPerfect 6.0 DOS. Roosevelt Warm Springs Institute for Rehabilitation. Georgia Vocational Staff Development Consortium. (Received 3.6/4.0 on participant evaluations)

Womble, M. N. (1996, June). Staff development workshop (intermediate): Word Processing Applications Using WordPerfect 6.0 DOS. Roosevelt Warm Spring Institute for Rehabilitation. Georgia Vocational Staff Development Consortium. (Received 3.6/4.0 on participant evaluations)

Womble, M. N. (1994, July). Word Processing Applications. An inservice course for secondary business education teachers in Georgia. Georgia Vocational Staff Development Consortium.

GOVERNMENT AGENCIES – LOCAL

None

NON-GOVERNMENT AGENCIES – NATIONAL

Judge for Omicron Tau Theta's "Outstanding Research Presentation," at the Association for Career and Technical Education's National Convention, Atlanta, GA (2006)

National Treasurer, Omicron Tau Theta, Graduate Honor Society for Vocational, Technical, Workforce, and Career Education (2003-2005)

Research Awards Committee, Journal of Vocational Education Research (1996)

Outstanding Dissertation Award Committee, University Council for Workforce and Human Resource Education (1995-1999)

Nomination reviewer, National Business Education Association, Teacher of the Year Award, Outstanding Contributions to Business Education by a Senior College or University Business Teacher (1995)

Focus Group Participant, Office Systems Research Association, Organizational and End-User Information Systems Model Curriculum Validation (1994)

Co-developer, NBEA/NABTE Business Education Standards and Competencies, Grades K-14, National Business Education Association, Curriculum Administrative Committee (1994)

Panel Session Facilitator, National Tech Prep Network Conference, Atlanta, GA (1993)

NON-GOVERNMENT AGENCIES – STATE

Awards Committee, GBEA Teacher of the Year, Georgia Business Education Association (1997)

Director (1995-1996); Director-Elect (1994-1995); Secretary/Treasurer (1993-1994), 10th District, Georgia Business Education Association

Judge, Phi Beta Lambda, Georgia Leadership Development Conference, The University of Georgia, Athens, GA (1993)

NON-GOVERNMENT AGENCIES – LOCAL

Advisory Committee, Business and Computer Science, Winder-Barrow High School, Winder, GA (2007–present)

Job search: Resume development and employability skills. Workshop presented (Womble, M. N. & Williams, S.) for unemployed adults, Timothy Baptist Church, Athens, GA (2002)

Computer applications: Developing personal word processing skills. Workshop resented (Womble, M. N. & Taylor, S.) for unemployed adults, Timothy Baptist Church, Athens, GA (1997)

Georgia Career Association, Jobs for Georgia Graduates, Career Choices Seminar, Cedar Shoals High School, Athens, GA (1997)

Industry Certification Advisory Committee, Business Education, Clarke Central High School, Athens, GA (1993-1994)

Conducted research on enrollment trends, recruiting practices, and retention as related to business education programs for Athens Area Technical Institute, Athens, GA (1994)

High School Day, Clarke Central High School, Athens, GA (1993)

5. **OTHER SERVICE**

UNIVERSITY SERVICE

Graduate School Minority Recruitment Committee (2007–present)

Judge, Dissertation Completion Awards, Graduate School (2006)

University Council (2002-2006)

Employee Benefits Committee, University Council (2003-2006)

University Council (1995-1998)

Executive Committee, University Council (1996-1998)

Panelist, Instructional Advisory Committee, Office of Instructional Development (1993)

COLLEGE SERVICE

Promotion and Tenure Review Committee (2006-2007)

Dean's Diversity Council (2003-2007)

Search Committee for Assistant Professor (2006)

Recruitment and Retention Action Subcommittee, Dean's Diversity Council (2004-2005)

Cultural Diversity Curriculum Review Committee (2004-2005)

Faculty Senate (1996-1999)

Facilitator/Instructor, Student Minority Recruitment Effort, Triple E Workshop, College of Education. Developed and delivered a 75 minute workshop for potential minority students (July 1999)

Ad hoc Committee on Technology-SLLL (1998-2004)

Committee on Committees (1995-1997)

Undergraduate Courses and Programs Committee (1993-1995)

Atlanta Project Advisory Committee, Program for School Improvement (1993-1995)

Proposal Review Subcommittee, Atlanta Project Advisory Committee, Program for School Improvement (1993-1994)

Search Committee for Assistant Professor (1993)

DEPARTMENT SERVICE

Editor, *WELSF Informer*, Department Newsletter (2007–present)
Coordinated Department's first participation in the Dean's Diversity Council's Fall Fling for Diversity (2006, 2007)
Coordinated social/meeting for Department graduate assistants and faculty (Fall, 2006)
Post Tenure Review Committee (2006)
Faculty Enhancement Committee (2002-2004)
Chair, Business Education Curriculum Review Committee (Summer-Fall, 2003)
Proxy for Robert Wicklien, Graduate Courses and Programs Committee (Spring, 2002)
Academic Affairs Committee, Department of Occupational Studies (1994-1996)

DEPARTMENT SERVICE – ADMINISTRATIVE

In the fall of 2004, I accepted the position of Graduate Coordinator for the newly formed Department of Workforce Education, Leadership, and Social Foundations, a result of the reorganization of the College of Education. Since that time, I have taught one course each semester while working to support and encourage growth of the three graduate programs that makeup the new department. A summary of my accomplishments in addition to the customary responsibilities of Graduate Coordinator follows.

Graduate Coordinator, Department of Workforce Education, Leadership and Social Foundations, Fall 2004- present

Chair, Graduate Admissions Committee, Workforce Education, Leadership and Social Foundations, Fall 2004- present

Chair, Graduate Appeals Committee, Workforce Education, Leadership and Social Foundations, Fall 2004-present

GRADUATE STUDENT SERVICE

Participated in the 5th Annual Junior/Senior Workshop sponsored by the Graduate School, Recruitment and Retention Office. This involvement included meeting with students interested in our programs and providing promotional and informational materials (March, 2006)

Represented department at Gwinnett University Center open house. Met potential applicants, discussed admission procedures with potential applicants and distributed printed information about the programs in the department (2006)

Represented department at the Fifth Annual Visitation Day Program sponsored by the Graduate School, Recruitment and Retention (2006, 2007)

POLICIES IMPLEMENTATION

Initiated and manage three policy changes of significance related to admission: (1) the requirement that all doctoral applicants are interviewed by the Graduate Admissions Committee, (2) admission of all graduate students is determined by a set of more competitive, percentage-based criteria and (3) earlier deadlines for completed applications. These initiatives have allowed WELSF to compete for and admit more highly qualified graduate students with increased efficiency.

ENROLLMENT TRACKING DATABASE

Developed and maintain a tracking database which allows WELSF to better determine its graduate students' progress toward program completion. For example, based on faculty reports using the tracking database, 95% of the Ph.D. and 82 % of the Ed.D. students admitted during my service as Graduate Coordinator are on target for program completion.

ONLINE EXIT INTERVIEWS

Developed and maintain an online exit survey used to collect data for use in developing reports to the Department's accreditation bodies such as NCATE and PSC as well as three-year and 10-year program reviews. Data are also used in making program decisions and in development of the Department's alumni database of permanent contact information.

SERVICE TO FACULTY GROUPS

Participated in a study designed to identify social awareness information accepted by higher education students enrolled in online courses across the United States. Study was conducted by Misook Heo, Assistant Professor, Duquesne University, Pittsburgh, PA (Spring, 2007).

Participated in a nation-wide research study of college students and faculty on the subject of academic dishonesty. Study was conducted by Don McCabe, Rutgers University and Vice President for Instruction, University of Georgia (Spring, 2007)

Search Committee, Program of Educational Administration and Policy, (2002)

Search Committee, Department of Agricultural Leadership, Education, and Communication (2002)

Program Committee, Conference on Qualitative Research in Education, Athens, GA (1995)

SERVICE TO STUDENTS OR STUDENT GROUPS

Kahveci, M. (2004). *Learning preferences*, Doctoral Dissertation, Science Education, Florida State University, Tallahassee. (participant)

Ray, N. (2004). *Race and gender in the academy: The experiences of Black female faculty in the graduate higher education classroom*, Pilot Study, Adult Education, The University of Georgia, Athens. (participant)

Shepherd, S. S. G. (2003). *The impact of computer skills on the levels of technostress among faculty and academic librarians from selected institutions within the University system of Georgia*, Doctoral Dissertation, Department of Leadership, Technology and Human Development, Georgia Southern University, Statesboro. (participant)

Doctoral students at four universities, Ohio State, Georgia State University, Kentucky Tech, and Florida A&M, have been given permission to use research instruments co-developed with Dr. Karen Jones (1998-2003)

Advisor, Omicron Tau Theta, Mu Chapter, (National Honorary Graduate Fraternity), The University of Georgia, Athens, GA (1996-1999)

Served as a panel expert for a Delphi study being conducted by a doctoral student, Yahya Mat Som, at the Ohio State University (1999)

Advisor, Association for Computer, Office and Business Education (ACOB), Division of Business, Saint Augustine's College, Raleigh, NC (1990-1992)

Advisor, Data Processing Management Association (DPMA), St. Augustine' College Chapter, Raleigh, NC (1990-1992)

Freshman Class Advisor, Saint Augustine's College, Raleigh, NC (1982-1983)

Advisor, Business and Office Education Club, Saint Augustine's College, Raleigh, NC (1980-1990)

SERVICE TO SUPPORT UNITS

None

PROFESSIONAL AND HONORARY MEMBERSHIPS

Association for Career and Technical Education (ACTE)

Georgia Business Education Association (GBEA)

Southeastern Business Education Association (SBEA)

National Business Education Association (NBEA)

Omicron Tau Theta (OTT)

Phi Delta Kappa (PDK)