



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5093-221: Introduction to Graduate Studies in Human Relations

Course Description:

This course provides an introduction to and survey of the Program of Graduate Studies in Human Relations. It is designed to familiarize students with the standards and expectations of multidisciplinary graduate coursework, particularly regarding writing standards and research methods. Additionally, it provides an awareness of the history, theoretical basis, and career opportunities in human relations-oriented organizations. The course introduces students to what is required of practitioners engaged in promoting change in individuals, families, small groups, communities, and organizations. Students will gain practical knowledge of human interactions, diversity, change strategies, communication processes, service, the dynamics of groups and team building, leadership skills, and social justice issues.

Class Dates, Format, Location and Hours:

Dates:	November 16 – 21, 2021
Format:	Hybrid. Course to take place via Zoom and Canvas.
Location for on-site courses:	Building 2775, 2 nd Floor, Room 11. Kapaun Air Station, Kaiserslautern, Germany
Hours:	Tuesday - Friday 6:00 - 8:30 pm; Saturday and Sunday 3:00 – 6:00 p.m. CET

Last day to enroll or drop without penalty: October 18, 2021

Site Director:

Name:	Ms. Itzel Kim and Ms. Izete Seppala
Location:	Ramstein Education Center, Bldg. 2120, 4 th Floor, Room 421, Ramstein AB, Germany
Office hours:	Monday- Friday on Ramstein AB- 0830-1630
Email:	apramstein@ou.edu
Phone:	DSN: 480-6807 or CIV: 49-06371-47-6807

Professor Contact Information:

Course Professor:	Dr. Myron L. Pope
Mailing Address:	1815 Ladera Lane Edmond, OK 73034
Telephone Number:	(405) 202-4193
Email Address:	mpope5@ou.edu
Professor availability:	The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning,

and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. Reece, B.L. (2016). *Effective human relations; Interpersonal and organizational applications* (13th ed.). Manson, OH: Cengage South-Western. ISBN 9781305576162. (the 12th edition is fine)
2. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author. ISBN 9781433832161.
3. Nash, S. S. (2016) *Quick-start writing guide for graduate research and writing*. Texture Press. ISBN 9781945784033. Note: this text will be made available for free in digital format within the course.
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Course Objectives:

The student will:

- become familiar with the historical foundations of the study of human relations;
- define human relations as a multidisciplinary field;
- develop communication competence;
- understand the appropriate use of communication in workplace and personal settings;
- become familiar with the APA writing format;
- develop strategies for communicating at the interpersonal, intrapersonal, organizational and group levels; and
- explore how human relations skills can be used to address diversity, social problems, employment and personal issues.

Course Outline:

- Introduction
- Review APA Writing Format
- Chapter Discussion (Textbook)
- Film Presentations
- Small Group Assignment and Presentations
- Current Issues
- Course Review
- Final Exam
- Annotated Bibliography

Assignments, Grading and Due Dates:

Students are expected to read the **entire** required text prior to the first class session. All assignments will be discussed during the first class session.

Article Reviews:

Students will submit article reviews from a refereed/peer reviewed journal or journals on **two** of the following topics below. Refereed/peer reviewed journals contain articles written by experts and also critically reviewed by several other experts in the field prior to being published in the journals. This process is intended to insure the quality of such articles. The students' reviews of their selected articles should be 4 pages in length, double spaced and use Times Roman 12 font. Each review should include an introduction, summary/discussion, conclusion and a personal critique of the topic and reference(s) in APA format. The critique should be written in 3rd person, void personal examples. This assignment (the two reviews) is due at the first class session and constitutes 30% of final grade. Again, the selected articles should address two of the following topics:

- Abraham Maslow's Theory
- The Hawthorne Studies
- McGregor's Theory X/Theory Y
- Carl Rodgers Theory Humanistic Theory
- Motivation
- Self-Efficacy
- Ethical Integrity in the Workplace
- Emotional Intelligence
- Conflict Resolution
- Eustress versus Stress
- Leadership Styles
- Work Force Diversity (select)
 - Women in the workplace
 - Aging workers
 - Racial issues associated with promotions
 - Sexual orientation

Please email me if you have questions.

Class Attendance and Participation:

Students are expected to attend all class sessions and participate in class discussions and group activities. This will constitute 20% of final grade.

Group Presentations:

Group presentations will be discussed on the first day of class. All members of a given group will receive the same grade. An outline is to be provided to the professor on the materials you present. Incorporate a situation in your presentation that includes interactive class participation. Groups will have time to meet during class for presentation preparation. The presentations should be a minimum of 30 minutes in length and will constitute 25% of the final grade.

Final In-Class Writing:

A final in-class writing that covers the topics and concepts addressed in the course will be given on the last day of class. It will represent 15% of the final grade. It will be in the form of a guided free-write that gives the student a chance to make connections and to think about the concepts in order to apply them to real-life or hypothetical situations. The goal is self-discovery and analysis.

Annotated Bibliography:

An annotated bibliography on a current issue associated with human relations. The bibliography should include 5 references. The assignment is due on or before, **November 30, 2021**. Selected articles should be written after 2010 from peer reviewed journals. References should be typed in APA format. The assignment will constitute 10% of the final grade.

Grading:

This is a letter-graded course: A, B, C, D, or F. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Late assignments will be accepted with a loss of 5% each day beyond the due date.

Assignment	Due Date	Percent of Grade
Article Review	First night of class	30%
Attendance	All class sessions	20%
Group Presentations	Assigned Class Date	25%
Final In-Class Writing	Last class session	15%
Annotated Bibliography	November 30, 2021	10%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the Professor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to

accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Extended Campus (also and formerly known as Advanced Programs) policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about OU Extended Campus, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Myron Pope, Ed.D.

Education

- Ed. D., Higher Education Administration, The University of Alabama, 1997. Dissertation Title: *An analysis of chief student affairs officers' and athletic directors' perceptions of student-athlete support services.*
- M.A., Higher Education Administration, The University of Alabama
- B.A., History, Minor in English, The University of Alabama

Postgraduate/Continuing Education

- American Association of State Colleges and Universities, Millennium Leadership Initiative Institute, 2009. Completed a professional development plan focused on Institutional Advancement and Development
- Participant (Junior Fellow), The University of Southern California's Center for Higher Education Policy Analysis (CHEPA) Seminar on Institutional Governance, Santa Fe, New Mexico, Summer 2003

Current Positions

- Advanced Programs professor since 2000
- Vice President of Student Life, University of Alabama, April 1, 2021 - present
- Adjunct Instructor, Department of African and African-American Studies, 2003 – present
- Adjunct Instructor, Department of Educational Leadership & Policy Studies, 2004 – present

Frequently Taught Extended Campus (Advanced Programs) Courses

HR 5013 Current Problems in Human Relations

Other Courses Taught

- EDAH 5133 The American Community/Junior College
- EDAH 5033 Critical Literature in Adult and Higher Education
- EDAH 5223 Student Personnel Services in Higher Education
- EDAH 5233 Research on the College Student
- EDAH 5243 Financial Management in Higher Education
- EDAH 5940 Public Policy and Higher Education

Major Areas of Teaching and Research Interest

- Higher Education Administration Issues
- Diversity, Equity, and Inclusion Issues
- College Student Success
- Faculty Governance

Representative Publications

Refereed Articles

- Corwin, J. R. & Pope, M. L. (July 2013). Operation Degree Completion: Two steps to the cap and gown. AACRAO SEM Source, 1(2),108–112.
- Tan, D. L. & Pope, M. L. (2007). *Participation in Co-curricular Activities: Nontraditional Student Perspectives.* College & University, 83(1): 2-9.
- Miller, M. T., Pope, M. L., & Steinmann, T. (October - November 2006). *Trait and behavioral differences among community college students based on gender: Results of a national study.* Community College Journal of Research and Practice, 30(9), 715 - 728.

- Pope, M. L. & Miller, M. T. (October - December 2005). Leading from the Inside Out: Learned respect for academic culture through shared governance. *Community College Journal of Research and Practice*, 29(9-10), 745-757.
- Miller, M. T., Pope, M. L., & Steinmann, T. D. (September 2005). A profile of contemporary community college student involvement, technology use, and reliance on selected college life skills. *College Student Journal*, 39(3), 510-517.
- Weber, J. C., Pope, M. L., & Simpson, M. W. (Fall 2005). The Supreme Court and affirmative action: Historical notes and the future from a national perspective. *College & University*, 80(3), 15-22.
- Miller, M. T., Pope, M. L., & Steinmann, T. D. (2005). Dealing with challenges and stressors faced by community college students: The old college try. *Community College Journal of Research and Practice*, 29(1), 63-74.
- Pope, M. L. & Moore, C. (2004). The Afro-American Gospel Choir: Achieving a positive campus climate for African American students. *The College Student Affairs Journal*, 24(1), 84-90.
- Miller, M., Pope, M. L., & Steinmann, T. (2004). How female community college students deal with academic challenges. *The Community College Enterprise*, 10(1), 51-62.
- Pope, M. L. & Fermin, B. (2003). The perceptions of college students regarding the factors most influential in their decision to attend post-secondary education. *College & University*, 78(4), 19-26.
- Miller, M. T. & Pope, M. L. (2003). Faculty Senate Leadership as a Presidential Pathway: Clear passage or caught in a maze. *Community College Journal of Research and Practice*, 27(2), 119-130.
- Pope, M. L. (2003). Bridging the digital divide: Perceptions of community college students. *Chulalongkorn Educational Review*, 9(2), 29-39.
- Miller, M. T. & Pope, M. L. (2003). Integrating technology into new student orientation programs at community colleges. *Community College Journal of Research and Practice*, 27(1), 15-23.
- Pope, M. L. (2002). Community college mentoring: Minority student perception. *Community College Review*, 30(3), 31-45.
- Pope, M. L., & Miller, M. T. (2002). Campus responsiveness to community needs: The role of faculty senates. *The Catalyst (NCCET)*, 31(1), 20-24.
- Pope, M. L. (2002). Meeting the Needs of Female First Year Students: How well does orientation work. *The Journal of College Orientation and Transition*, 9(2), 19-26.
- Pope, M. L. (2001). Why financial aid is important to orientation professionals. *The Journal of College Orientation and Transition*, 9(1), 41-43.
- Miller, M. T. & Pope, M. L. (2001). Communication apprehension and work orientation of community college faculty leaders. *Michigan Community College Journal*, 7(1), 99-108.
- Pope, M. L. (2001). Faculty involvement in student affairs: Legitimate claim or latest fad? *The Journal of College Orientation and Transition*, 8(2).
- Pope, M. L. & Miller, M. T. (2000). The Skills and Tasks Associated with Faculty Leadership in Community College Governance. *Journal of Applied Research in the Community College*, 7(1), 5-12.
- Pope, M. L. & Miller, M. T. (2000). Community college faculty governance leaders: Results of a national survey. *Community College Journal of Research and Practice*, 24(8), 627-638.

Book Chapters & Sections

- Conley, M., Johnson, S., & Pope, M. L. (In progress) Implementing Black Male Initiative Programs: A Model for Promoting African-American Male Success at a Metropolitan University.
- Pope, M. L. (2015). Transfer Student Support Offices: Helping students to achieve success after admission. In V. Stead (ed.), *International Perspectives on Higher Education Admission Policy: A Reader*.
- Pope, M. L. (March 2006). *African-American Males in the Community College: Meeting the Challenge of Retention, Graduation, and Transfer Success*. In African American Men in College, Michael Cuyjet, Ed. San Francisco: Jossey-Bass.

- Pope, M. L. (2004). A Conceptual Framework of Faculty Trust and Participation in Governance. In *Restructuring shared governance in higher education*, W. G. Tierney, W. G. & Lechuga, V. (Eds.). New Directions in Higher Education. San Francisco: John Wiley and Sons.
- Steinmann, T. D., Pope, M. L. & Miller, M. T. (Winter 2004). Research on the Community College Transfer Issue: An Adequate Indicator of Practice Issues? In B. Jacobs (ed.), *The College Transfer Student in America: The Forgotten Student*.
- Pope, M. L. (Winter 2004). Preparing Transfer Students to Succeed: Strategies and Best Practices. In B. Jacobs (ed.), *The College Transfer Student in America: The Forgotten Student*.
- Pope, M. L. (Winter 2004). In the Land Where Tradition and Football Are King. In L. Flowers (Ed.), *Diversity Issues in American Colleges and Universities: Case Studies for Higher Education and Student Affairs Professionals*. Springfield, IL: Charles C. Thomas.
- Corwin, J. & Pope, M. L. (Winter 2004). On Sacred Ground. In L. Flowers (Ed.), *Diversity Issues in American Colleges and Universities: Case Studies for Higher Education and Student Affairs Professionals*. Springfield, IL: Charles C. Thomas.
- Pope, M. L. (Winter 2004). Leadership in faculty governance: Choice, mandate, and default. In *Policy and University Faculty Governance*, Michael Miller & Julie A. Caplow (Eds.). Westport, CT: Greenwood Publishing.
- Pope, M. L. (Winter 2004). Faculty governance in community colleges: A distinct perspective of broad-based decision-making. In *Policy and University Faculty Governance*, Michael Miller & Julie A. Caplow (Eds.). Westport, CT: Greenwood Publishing.

Other Publications

- Hynes, S., Loughlin, P., Pope, M. L., & Watkins, S. (In progress). *The Student Transformative Learning Record: Navigating Student Learning Assessment with Innovation and Collaboration*. National Institute for Learning Outcomes Assessment (NILOA) newsletter.
- M. L. Pope. (2005, November). *A Quality View: VP of Enrollment Management Myron Pope*. The University of Central Oklahoma Continuous Quality Improvement Newsletter, 2(2), 1.
- M. L. Pope, & Miller, M. T. (2002). *Research on community college transfer students: An adequate indicator of practice issues*. Resources in Education. (ERIC Clearinghouse on Higher Education).
- Miller, M. T., & Pope, M. L. (2002). *The provosts' view of the value of faculty led decision-making*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED467021).
- Miller, M., Jackson, J. C., & Pope, M. L. (2001). *Faculty Recruitment and Retention: A Case Study of the Chair's Role*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED455874).
- Miller, M. T., & Pope, M. L. (2001). *Faculty Senate Presidential Skills: Identifying Needs for Training and Professional Development*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED456699).
- Hood, J. A., Miller, M.T., & Pope, M. L. (2000). *Challenges, roles, and the future of two-year college presidents*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED437073).
- Miller, M. T., McCormack, T. F., & Pope, M. L. (2000). *Sharing authority in higher education: Faculty involvement in governance*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED447764).
- Pope, M. L. & Miller, M.T. (2000). *Role orientation and communication behaviors of faculty governance leaders*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED438766).
- Pope, M. L., & Miller, M.T. (1999). *A national profile of faculty governance leaders in higher education*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED429490).
- Pope, M. L. & Miller, M.T. (1999). *Student support services for student-athletes: Athletic department and student affairs officers' perceptions*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED437886).

- Pope, M. L. & Miller, M. T. (1998). *Faculty involvement in governance: An HBCU case analysis*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED419478).
- Pope, M. L. & Miller, M. T. (1996). *A review of literature related to service for college student athletes*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. 419477).
- Pope, M. L. (1996). *An analysis of chief student affairs officers' and athletic directors' perceptions of student-athlete support services*. Unpublished doctoral dissertation, The University of Alabama, Tuscaloosa, AL.

Book Reviews

- Pope, M. L. (2002). *Leading in a culture of change*. Written by Michael Fullan. Reviewed for Community College Journal of Research and Practice.
- Pope, M. L. (2001). *To retire or not? Retirement policy and practice in higher education*. Written by Robert L. Clark and P. Brett Hammond. Reviewed for Community College Journal of Research and Practice.
- Pope, M. L. (2000). *Diversity Consciousness: Opening our minds to people, cultures, and opportunities*. Written by Richard D. Bucher. Reviewed for The Journal of College Orientation and Transition.
- Pope, M. L. (1999). *Achieving Personal and Academic Success*. Written by Petrie, Landry, and Edwards. Reviewed for The Journal of College Orientation and Transition.

Reports

- Pope, M. L. (2004). *Assessment of the 2004 University of Central Oklahoma's Stampede Week Program*. Completed September 21, 2004.
- Pope, M. L. (2004). *Findings of the 2003 Cooperative Institutional Research Program (CIRP) for the University of Central Oklahoma and its implications for the Division of Student Affairs*. Completed April 18, 2004.
- Pope, M. L. (2004). *Enrollment Trends at the University of Central Oklahoma and their Implications for the Division of Student Affairs*. Completed March 28, 2004.
- Tan, D. L. & Pope, M. L. (2003). *A State-wide Analysis of Student Credit Card Use at State Institutions*. Report for the Oklahoma State Regents of Higher Education. Completed September 14, 2003.

Representative Honors and Awards Received

- Recipient, The Citizen's Bank Leadership and Civic Engagement Award (given to a faculty or staff member who leads by example and is involved in the community), University of Central Oklahoma, 2011
- Member, *Journal Record's* Achievers Under 40, Class of 2011
- Member, *The Business Times of Edmond's* Top 20 under 40, Class of 2011
- Recipient, 2008 Volunteer of the Year, Edmond YMCA
- Recipient, 2007 Coach of the Year, Edmond YMCA
- Contribution to Professional Practice Award, University of Oklahoma, Department of Educational Leadership and Policy Studies, 2003
- Most Promising New Faculty Award, University of Oklahoma, Department of Educational Leadership and Policy Studies, 2001
- Nominee, Dissertation of the Year, Association for the Study of Higher Education, 1996
- Higher Education Administration Program Dissertation of the Year Award Runner Up, University of Alabama, College of Education, 1996
- Kappa Delta Pi, Education Honor Society, 1994
- Alpha Epsilon Lambda, Graduate Honor Society, 1995
- Southeastern Conference (SEC) Scholar-Athlete Honor Roll, 1991 & 1992
- Member, University of Alabama, SEC Championship Football Teams, 1989 & 1992
- Member, University of Alabama, National Championship Football Team, 1992

Major Professional/Community Affiliations

- American Association of Collegiate Registrars and Admissions Officers (AACRAO), Member, 2004 – 2020
- American College Personnel Association (ACPA),
 - Member, 2001 - 2010
 - Commission for Professional Preparation Directorate, Member, 2003-2006
- American College Personnel Association Books and Media Editorial Board, 2003-2006
- American Educational Research Association (AERA),
 - Member, 2002-2005
 - Annual Conference Proposal Reviewer, 2002-2003
 - Session Chair & Discussant, 2003
 - Graduate Student Seminar Planning Committee, Member, 2004-05
- Association for the Study of Higher Education (ASHE),
 - Member, 2000-2005
 - Advancement Committee, Member, 2003
 - Chair, Newcomers' Committee, 2003
- Certification Officers and Personnel in Education (Alabama), 1994-2000
- Council for the Study of Community Colleges (CSCC),
 - Member, 2000-2005
 - Newsletter Editor, 2003-04
 - Regional Representative at Large, 2002-2004
 - Proposal Reviewer, 2003, 2004, & 2007
- Higher Learning Commission, Member of the Peer Review Corps (PEAQ), 2007 – 2020
- Higher Learning Commission, Academic Quality Improvement Program (AQIP) Systems Portfolio Appraiser for the Higher Learning Commission, 2007 – 2020
- Journal of Student Affairs Research and Practice (NASPA), Editorial Board Member, 2010- 2014
- Journal for the Study of Sports and Athletes in Education, Manuscript Reviewer, 2007 - 2020
- National Association of Student Personnel Administrators (NASPA),
 - Member, 1995-present
 - NASPA, Annual Conference Featured Speakers Committee, 2009
 - Program Planning Committee (Denver), 2003-04
- NASPA IV-West (Region of NASPA), 2000 - 2020
 - Member, Conference Planning Committee, 2009, 2013
 - Co-Chair, New Professionals' Institute, 2013
 - Co-Chair, Conference Programs, 2009
 - Member, Awards Selection Committee, 2001
 - Member, Conference Planning Committee, 2001 & 2004
 - Proposal Reviewer, Conference, 2001 & 2002
 - Faculty Liaison, 2003-2004
 - Newsletter Editorial Board, 2003 – 05
 - Professional Standards Coordinator, 2004-2007
 - Faculty, Mid-Level Institute (MLI), 2004
 - Chair, Case Study Challenge, 2005 – 06
- Central Oklahoma Regional Education (CORE) Partnership (Oklahoma City Public Schools, Oklahoma City Community College, & the University of Central Oklahoma), Member, 2014 - 2019
- Oklahoma Blood Institute, Board Member, 2013 - 2020
- Oklahoma Department of Human Services
 - Commissioner, 2012 – 13 (appointed by Governor Mary Fallin)
 - Member, Pinnacle Plan Committee, 2012
 - Citizens' Advisory Panel, Administration Panel, 2013 – 2020
 - Chair, Citizens' Advisory Panel, Administration Panel, 2013-14
- Edmond Chamber of Commerce
 - Chair of the Board of Directors, 2011
 - Board Member, 2008 – 2013

- Chair-elect and Vice Chairman of the Board of Directors, 2010
- Vice Chairman, Community & Economic Development, 2009
- Member, Government Relations Committee, 2008 – 2019
- Member, Long Range Planning Committee, 2010
- Participant, Washington, DC Fly-In (sponsored by the Oklahoma State Chamber of Commerce), September 2008, 2009, & 2010
- The Rotary Club of Edmond
 - Member, 2011 – 2020
 - Executive Board Member, 2014 - 2015
- Oklahoma City Public Schools, Member, Community Strategic Planning Committee, 2010
- City of Edmond, Member, Edmond Community Oriented Policing Leadership Council, 2010 – 2012
- Edmond Public Schools Foundation, Member, 2012-13
- Watch D. O. G. S. Program
 - West Field Elementary School, Top Dog (President), 2007 – 10
 - Volunteer, 2007 - 2020
- Hope Center of Edmond
 - Board member, 2007 – 2012
 - Board Chair, 2009
 - Vice Chair/Chair Elect, 2008
- Leadership Edmond Steering Committee, Edmond Chamber of Commerce
 - Chair, 2007 – 08
 - Member, 2008 - 2012
- Leadership Edmond, Class XXII, Edmond Chamber of Commerce, Co-Chair, 2006-07
- Edmond YMCA, 2006 - 2020
 - Board Member, Trails Branch Advisory Board, 2006 – 2013, 2015 - 2020
 - Chair, Trails Branch Advisory Board, 2007 – 2009
- Edmond YMCA Sports League, Volunteer Coach (basketball, baseball, football, & soccer), 2003 - 2019
- Tuscaloosa Boys' & Girls' Clubs
 - Volunteer, 1996 - 2000
 - Board Member, 1997 - 2000
- Big Brothers/Big Sisters of Tuscaloosa, Volunteer, 1997-2000
- Stillman Community Development Federal Credit Union
 - Board Member, 1997 - 1999
 - Treasurer, 1998 - 99
- Kappa Delta Pi, Education Honor Society, Xi Chapter
 - President, 1998 - 2000
 - Member, 1994 – 2002
- Urban League of Oklahoma City, Board Member, 2014 - 2020
- Southern Association of College Student Affairs (SACSA)
 - Member, 1995-1997, 2002 - 2020
 - Judge, Annual Conference Case Study Competition, 2002
 - Manuscript Reviewer, College Student Affairs Journal, 2003-2005
 - Reviewer, Dissertation of the Year Award, 2003
 - Oklahoma State Membership Ambassador, 2004