

Brian Wayne Donavant
Southeast Missouri State University
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EDUCATION

The University of Southern Mississippi, Hattiesburg, May 2007

Doctor of Philosophy

Major: Adult Education

Minor: Administration of Justice

Dissertation: *Efficacy of Distance Learning for Professional Development of Police Officers*

William Carey College, Hattiesburg, MS, May 2002

Master of Education

The University of Tennessee, Martin, TN, May 2012

Bachelor of University Studies

Memphis State University, Memphis, TN, December 1987

Bachelor of Arts

Major: Criminal Justice

EMPLOYMENT

Southeast Missouri State University (2024-present)

Professor and Chairperson

Department of Criminal Justice, Social Work, and Criminal Justice

University of Tennessee at Martin (2006-2024)

Professor of Criminal Justice (2017-2024)

Associate Professor of Criminal Justice (2012-2017)

Assistant Professor of Criminal Justice (2006-2012)

Academic Leadership Positions

Director, USDA Health Care Services DETER Project (2021-2024)

Criminal Justice Graduate Coordinator (2022-2023)

UTM Academic Council (2013-2020)

Director, U.S. Department of Education Title III Initiative (2015-2019)

Interim Executive Director of Educational Outreach (2016-2018)

University of Tennessee Board of Trustees (2015-2016)

UT System Faculty Council Chair (2015-2016)

Chancellor's Staff (2014-2015)

Faculty Senate President (2014-2015)

Faculty Senate Vice President (2013-2014)

Weakley County, TN – County Commissioner (2022-2024)

Publicly elected member of the county legislative body pursuant to T.C.A. § 5-5-102 *et seq.*

Mississippi Gulf Coast Community College (2003-2006)

City of Gulfport (MS) Police Department (1994-2005)

Highest rank: Lieutenant

Leadership and Special Assignments

Training Director (2003-2005)

Mounted Unit Commander (2001-2005)

Communications Division Commander (2002-2003)

U.S. Customs; Gulf Coast HIDTA (2000-2002)

Mississippi Bureau of Narcotics (1995-1998)

City of Bartlett (TN) Police Department (1985–1993)

Highest rank: Sergeant

Leadership and Special Assignments

Narcotics Unit Commander (1992-1993)

U.S. Drug Enforcement Administration (1990-1992)

Memphis Police Department Organized Crime Unit (1989-1990)

SCHOLARSHIP

A. Publications

Invited Journal (Refereed):

Donavant, B. W. (2023). Fostering Student-Faculty Engagement and Increasing Learning in the Ongoing Quest for Online Quality. *Advances in Social Sciences Research Journal*, *10*, 201-213.

<https://doi.org/10.14738/assrj.106.14847>

Invited Book Chapter:

Donavant, B. W. (2011). Narrated digital presentations: An educator's journey and strategies for integrating and enhancing education. In K. King & T. Cox (Eds.), *The Professor's Guide to Taming Technology: Leveraging Digital Media, Web 2.0 and More for Learning*. Charlotte, NC: Information Age.

Refereed Journals:

MacKewn, A. S., DePriest, T. L., & Donavant, B. W. (2022). Metacognitive Knowledge, Regulation, and Study Habits. *Psychology*, *13*(12). <http://doi.org/10.4236/psych.2022.1312112>

MacKewn, A. S., & Donavant, B. W. (2021). Thinking about your thinking: Metacognition and the adolescentizing of online higher education. *International Educational Studies and Sustainability*, *1*(2), 22-38. doi:10.22158/iess.v1n2p22

Donavant, B. W., Daniel, B. V., & MacKewn, A. S. (2013). (Dis)connected in today's college classroom? What faculty say and do about mixed-age classes. *Journal of Continuing Higher Education*, *61*, 132-142. doi: [10.1080/07377363.2013.836811](https://doi.org/10.1080/07377363.2013.836811)

Donavant, B. W. (2009). The NEW modern practice of adult education: Online instruction in a continuing professional education setting. *Adult Education Quarterly*, 59, 227-245.
<https://doi.org/10.1177/0741713609331546>

Donavant, B. W. (2009). To internet or not? Assessing the efficacy of online police training. *American Journal of Criminal Justice*, 34, 224-237. doi: 10.1007/s12103-009-9061-7

Other:

Donavant, B. W. (2020, February). *Title III Strengthening Institutions Initiative – Soaring to Success 2019 Annual Report*. Washington, D.C.: U.S. Department of Education.

Donavant, B. W. (2019, March). *Title III Strengthening Institutions Initiative – Soaring to Success 2018 Annual Report*. Washington, D.C.: U.S. Department of Education.

Donavant, B. W. (2018, July). *Title III Strengthening Institutions Initiative – Soaring to Success 2017 Annual Report*. Washington, D.C.: U.S. Department of Education.

Donavant, B. W. (2017, February). *Title III Strengthening Institutions Initiative – Soaring to Success 2016 Annual Report*. Washington, D.C.: U.S. Department of Education.

Donavant, B. W. (2016, February). *Title III Strengthening Institutions Initiative – Soaring to Success 2015 Annual Report*. Washington, D.C.: U.S. Department of Education.

Donavant, B. W. (2013, December). *Tennessee Higher Education Commission Productivity Grant Initiative Final Evaluation: West Tennessee*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2013, December). *Tennessee Higher Education Commission Productivity Grant Initiative Final Evaluation: Middle Tennessee*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2013, October). *Tennessee Higher Education Commission Productivity Grant Initiative Interim Report: Middle and West Tennessee*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2013, April). *Tennessee Higher Education Commission Productivity Grant Initiative 2012 Annual Evaluation: Middle Tennessee*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2013, March). *Tennessee Higher Education Commission Productivity Grant Initiative 2012 Annual Evaluation: West Tennessee*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2012, April). *Tennessee Higher Education Commission Productivity Grant Initiative 2011 Annual Evaluation: Middle Tennessee*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2012, March). *Tennessee Higher Education Commission Productivity Grant Initiative 2011 Annual Evaluation: West Tennessee*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2011). *Lumina Foundation Productivity Initiative: Tennessee Evaluation Plan for the Middle Tennessee Consortium*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2011). *Lumina Foundation Productivity Initiative: Tennessee Evaluation Plan for the West Tennessee Consortium*. Nashville: Tennessee Higher Education Commission.

Donavant, B. W. (2011). *Tennessee higher education faculty perceptions of adult students and the mixed-age classroom*. Nashville: Tennessee Higher Education Commission.

B. Impact (335 citations; *h-index*: 4; *i10-index*: 3)

Publications Cited in:

Abdous, M., & Yen, C. J. (2010). A predictive study of learner satisfaction and outcomes in face-to-face, satellite broadcast, and live video-streaming learning environments. *Internet & Higher Education, 13*, 248-257. doi:10.1016/j.iheduc.2010.04.005

Abdous, M., & Yoshimura, M. (2010). Learner outcomes and satisfaction: A comparison of live video-streamed instruction, satellite broadcast instruction, and face-to-face instruction. *Computers & Education, 55*, 733-741. doi: 10.1016/j.compedu.2010.03.006

Abreu Bengo, N. M. (2020) Managing instructional strategies in classrooms with adult learners. *Journal of Continuing Higher Education*. doi: 10.1080/07377363.2020.1712578

Aiello, M. F., & Gumbhir, V. K. (2016). Police web presence: Engaging with the digital frontier. In S. W. Phillips, & D. K. Das (Eds.) *Change and reform in law enforcement: Old and new efforts from across the globe* (pp. 245-259). Boca Raton, FL: Taylor & Francis. doi: 10.1201/9781315369181-14

Alston, G. D., Hansman, C. A., & Freeman, S. (2021). Evidence-based strategies for facilitating online learning [Special issue]. In S. C. O. Conceição, & C. K. Baldwin (Eds.) *New Directions for Adult & Continuing Education, 2021*(169), 61-69. doi: 10.1002/ace.20414

Anderson-Johnson, A. (2020). *Supports for nontraditional students in higher education: A summative content analysis using a corpus-based approach*. Unpublished doctoral dissertation, Holy Family University, Philadelphia, PA.

Andre, M., Vidoni, C., & Fitzgerald, H. (2021). Blended professional development in physical education: Merging long-distance with face-to-face ongoing support. *Journal of Physical Education and Sport, 21*, 956-965. doi: 10.7752/jpes.2021.02119

Arcas, I. (2010). *Better teachers for better classrooms: An instructional module*. Unpublished master's thesis, University of Hawaii at Manoa, Honolulu.

Alston, J. (2019). *Soft Skills in Mississippi Community Colleges' Online Career and Technical Programs*. Unpublished doctoral dissertation, University of Southern Mississippi, Hattiesburg.

Arnott, J. C. (2021). *The effects of a closed-cohort model of GED preparation on students' completion rates & dispositions toward post-secondary learning*. Unpublished doctoral dissertation, University of Pennsylvania

Asy'ari, M., Prayogi, S., Samsuri, T., & Muhali, M. (2023). How does metacognitive knowledge potential impact on the academic success of prospective science teachers? *Prisma Sains: Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram, 11*, 1122-1134. <https://doi.org/10.33394/jps.v11i4.10419>

- Beidas, R. S., Koerner, K., Weingardt, K. R., & Kendall, P. C. (2011), Training research: Practical recommendations for maximum impact. *Administration and Policy in Mental Health and Mental Health Services Research*. doi: 10.1007/s10488-011-0338-z
- Belur, J., Glasspoole-Bird, H., Bentall, C., & Laufs, J. (2022). What do we know about blended learning to inform police education? A rapid evidence assessment. *Police Practice and Research*, 23. doi: 10.1080/15614263.2022.2073230
- Benson M., & Powell, M. (2015). Organisational challenges to delivering child investigative interviewer training via e-learning. *International Journal of Police Science and Management*, 17, 63-73. doi: 10.1177/1461355715580912
- Berndtson, R., & Makanyama, L. (2018). Online Learning for Geography Undergraduates: Student Perceptions and Motivations. *The Geography Teacher*, 15(4), 145-155. doi: 10.1080/19338341.2018.1524779
- Bhatty, M. A. (2020). *Impact of teaching presence on learning outcomes: A qualitative study of perceptions through the lens of online teachers*. Unpublished doctoral dissertation, Robert Morris University, Moon Township, PA.
- Bonadies, T., Herbert, J., Blum, J., Schaefer, P., Beer-Maxwell, D., Cordner, G., & Carter, C. (2023). Recalling responses: A RCT on police learning and knowledge retention. *Policing*, 17(1), 1-17. <https://doi.org/10.1093/police/paac110>
- Boo, S., & Park, E. (2013). An examination of green intention: The effect of environmental knowledge and educational experiences on meeting planners' implementation of green meeting practices. *Journal of Sustainable Tourism*, 21, 1129-1147.
- Bordeaux, R., & Schoenack, L. (2016). Adult Student Expectations and Experiences in an Online Learning Environment. *Journal of Continuing Higher Education*, 64, 152-161. doi: 10.1080/07377363.2016.1229072
- Brysch, C. P. (2020). Teacher attitudes toward alternative professional development in geography. *Journal of Geography*. doi: 10.1080/00221341.2019.1706621
- Burcham, J. M. (2022). *Bridging the adjunct gap: A mixed methods study examining adjunct professors perceived professional development impact for online teaching*. Unpublished doctoral dissertation, Northwest Nazarene University, Nampa, ID.
- Calikoglu, G., & Gümüş, S. (2020). The future of higher education: The effects of Covid-19 on teaching, research and internationalization. *Journal of Higher Education (Turkey)*, 10(3), 1-11. doi:10.2399/yod.20.005000
- Capozzoli, N. R. (2020). *A case study of a traditional university serving nontraditional students under the framework of adult learning theories*. Unpublished doctoral dissertation, Ball State University, Muncie, IN.
- Canada Police Sector Council, Canadian Police Knowledge Network. (2010). *The state of e-learning in Canadian policing: Elements of effective e-learning for police*. Retrieved from http://www.policecouncil.ca/reports/PSC%20State%20of%20E-Learning%20in%20Canadian%20Policing_Final.pdf

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- Chen, X., & Cole, B. (2022). Achieving mutual understanding without saying a word: The conceptualization of Moqi and a nomological network. *Management and Organization Review*, 18, 1-29. doi:10.1017/mor.2022.9
- Cohen, G. (2021). Public administration training in basic police academies: A 50-state comparative analysis. *American Review of Public Administration*. doi:10.1177/0275074021999872
- Collins, J. C., & Tonette, S. R. (2015). Rules of engagement as survival consciousness: Gay male law enforcement officers' experiential learning in a masculinized industry. *Adult Education Quarterly*, 65, 295-312. doi:10.1177/0741713615585163
- Cook-Wallace, M. K. (2012). Who is running online education programs? *International Journal of Management, Knowledge and Learning*, 1(1), 55-69.
- Crittenden, J. (2020). Online certificate in Grandfamilies leadership: Identifying and fulfilling the training needs of Grandfamily practitioners. *GrandFamilies: The Contemporary Journal of Research, Practice and Policy*, 6(1). <https://scholarworks.wmich.edu/grandfamilies/vol6/iss1/9>
- Deniz, U., & Ozek, B. Y. (2023). Online learning experiences of graduate students in Turkey: Could this be the footsteps of a reform? *Participatory Educational Research* 10(1), 213-236. <http://dx.doi.org/10.17275/per.23.12.10.1>
- Doyle, E. A. (2020). *Adjunct voices: the experiences of part-time adjunct faculty as they seek to serve their part-time, non-traditional students*. Unpublished doctoral dissertation, Fielding Graduate University, Santa Barbara, CA.
- Emmanouilidou, K., Derri, V., Antoniou, P., & Kyrgiridis, P. (2012). Comparison between synchronous and asynchronous instructional delivery method of training programme on in-service physical educators' knowledge. *Turkish Online Journal of Distance Education*, 13(4), 193-208.
- Ensslin, S. R., Amaral, B. G., Valmorbidia, S. M., & Dutra, A. (2018). Public Management: Construction of a Constructivist Model to Support the Virtual School of Public Administration of Santa Catarina in Combating the Evasion of Distance Training. *Iberoamerican Journal of Strategic Management*, 17(4), 90-110. doi: 10.5585/ijsm.v17i4.2656
- Farley, A. B. (2023). *Building the bridge and crossing it: Using digital ministry to connect churches with their local community*. Unpublished doctoral dissertation, George Fox University, Portland, OR.
- Fejes, A., & Nylander, E. (2019). How pluralistic is the research on adult education? Dominating bibliometrical trends 2005-2012 (revised). In A. Fejes & E. Nylander (Eds.), *Mapping out the Research Field of Adult*

Education and Learning (pp. 119-137). Springer Nature Switzerland AG. doi: 10.1007/978-3-030-10946-2

- Fejes, A., & Nylander, E. (2015). How pluralistic is the research on adult education? Dominating bibliometrical trends 2005-2012. *European Journal for the Research on the Education and Learning of Adults*, 6(2), 103-123. doi: 10.3384/rela.2000-7426.rela9063
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- Gilbert, M. J., Schiff, M., & Cunliffe, R. H. (2013) Teaching restorative justice: Developing a restorative andragogy for face-to-face, online and hybrid course modalities. *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice*, 16(1), 43-69. doi:10.1080/10282580.2013.769305
- Ginn, M. H., & Hammond, A. (2012). Online education in public affairs: Current state and emerging issues. *Journal of Public Affairs Education*, 18, 247-270. doi: 10.1080/15236803.2012.12001683
- Green, A. J. (2011). *Hospitality training: Do learning styles matter?* Unpublished doctoral dissertation, University of New Mexico, Albuquerque.
- Hendry, L., Taylor, E., & MacKinlay, L. (2022). Neuro trauma training: Feasibility and acceptability of online training in executive function for residential childcare workers. *Child & Youth Services*, 43(2). doi: 10.1080/0145935X.2022.2078697
- Holmgren, R. (2015). New ways of learning to fight fires? Learning processes and contradictions in distance and on-campus firefighting in Sweden. *Australasian Journal of Educational Technology*, 31, 220-234.
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- Joo, K. P. (2014). Reconsidering open and distance higher education: A life-history analysis of adult learners in Korean National Open University. *Asia-Pacific Education Researcher*, 23, 699-707.
- Khosa, D., & Mbana, L. (2023). Rethinking traditional and contemporary law enforcement training in South Africa: An exploratory review. *International Journal of Social Science Research and Review*, 6, 578-594. <http://dx.doi.org/10.47814/ijssrr.v6i10.1512>

- Kitchie, L., Thompson, R., & Gagnon, R. (2011). Constructing an online professional learning network for school unity and student achievement. Thousand Oaks, CA: Corwin.
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- Kousar, S., Basri, R., & Sadeeque, N. (2023). Effect of self-directed professional development on instructional practices of secondary school teachers. *Journal of Development and Social Sciences*, 4(2), 860–872. [https://doi.org/10.47205/jdss.2023\(4-II\)75](https://doi.org/10.47205/jdss.2023(4-II)75)
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- Lemoine, P. A., Seneca, S., & Richardson, M. D. (2019). Resilience for faculty development in global higher education. In A. Elçi, L. Beith, & A. Elçi (Eds.), *Handbook of Research on Faculty Development for Digital Teaching and Learning* (pp. 481-504). IGI Global. <https://doi.org/10.4018/978-1-5225-8476-6.ch024>
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- Littenberg-Tobiasa, J., & Reich, J. (2020). Evaluating access, quality, and equity in online learning: A case study of a MOOC-based blended professional degree program. *The Internet and Higher Education*. doi.org/10.1016/j.iheduc.2020.100759
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- MacKewn, A. S., DePriest, T. L., & Donavant, B. W. (2022). Metacognitive Knowledge, Regulation, and Study Habits. *Psychology*, 13(12). <http://doi.org/10.4236/psych.2022.1312112>
- Malinovski, T., Vasileva, M., & Vasileva-Stojanovska, T. (2014). Considering high school students' experience in asynchronous and synchronous distance learning environments: QoE Prediction Model. *International Review of Research in Open and Distance Learning*, 15(4), 91-112.

- Malinovski, T., Vasileva-Stojanovska, T., Jovevski, D., Vasileva, M., & Trajkovik, V. (2015). Adult students' perceptions in distance education learning environments based on a videoconferencing platform – QoE analysis. *Journal of Information Technology Education: Research, 14*, 1-19.
- Mann-Iames, L. C. (2009, November). *Research in progress: Weighing the challenges and benefits of online education*. Paper presentation at the National Communication Association 95th Annual Convention, Chicago, IL.
- McKeever, B. W. (2019). Different formats, equal outcomes? Comparing in-person and online education in public relations. *Journal of Public Relations Education, 5*(2), 1-40.
- McKeown, C. (2021). *The characteristics of deaf adult learners related to predictors of online learning success*. Unpublished doctoral dissertation, University of South Florida, Tampa.
- Miller, K. (2020). *A qualitative investigation of differentiated instructional strategies in mixed-age classrooms*. Unpublished doctoral dissertation, Capella University, Minneapolis, MN.
- Miller, M. V. (2011). A system for integrating online multimedia into college curriculum. *Journal of Online Learning and Teaching, 7*(2). Retrieved from http://jolt.merlot.org/vol7no2/miller_0611.htm
- Nafukho, F., Alfred, M., Chakraborty, M., & Cherrstrom, C. A. (2017). Predicting workplace transfer of learning: A study of adult learners enrolled in a continuing professional education training program. *European Journal of Training and Development 41*(4). doi: 10.1108/EJTD-10-2016-0079
- Norze, J., & Cater, M. (2020). A systematic review of program quality in the field of positive youth development. *Advances in Sciences and Humanities, 6*(2), 58-69. doi: 10.11648/j.ash.20200602.12
- Ofori, R., Okyere, E. D., & Nyarko, G. S. (2015). Challenges and Coping Strategies of Adult Learners in Tertiary Institutions: A Case Study of University of Cape Coast in Ghana. *Journal of Studies in Education, 5*(4), 131-144. doi: 10.5296/jse.v5i4.8161
- Olofsson, A. D., Lindqvist, M. H., Lindberg, J. O., From, J., Stodberg, U., & Holmgren, T. (2017, March 6–8). *Pedagogical digital competence for police teachers in relation to distance-based police education* [Conference session and paper presentation]. International Technology, Education and Development Conference, Madrid, Spain, 4219-4227. doi: 10.21125/inted.2017.1010
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- Ozyurt, H. (2015) Satisfaction clustering analysis of distance education computer programming students: A sample of Karadeniz Technical University. *Turkish Online Journal of Distance Education, 15*(2), 53-61. doi: <http://dx.doi.org/10.17718/tojde.24137>
- Panindre, P., & Thorsen, R. S. . (2020, June). *Assessment of learning effectiveness in online and face-to-face learning environment for engineering education*. Virtual paper presentation at the 127th National Conference of the American Society for Engineering Education.

- Paranal, R., Thomas, K. W., & Derrick, C. (2012). Utilizing online training for child sexual abuse prevention: Benefits and limitations. *Journal of Child Sexual Abuse, 21*, 507-520.
- Parker, J. E. (2014). Technology as integral to a new paradigm of adult education. In Information Resources Management Association (Eds.), *Adult and continuing education: Concepts, methodologies, tools, and applications* (pp. 312-320). IGI Global. <http://doi:10.4018/978-1-4666-5780-9.ch018>
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- Pasternak, D. C. (2009). *Using a multimedia module to learn Yoga poses*. Unpublished manuscript, University of Hawaii at Manoa, Honolulu.
- Perry, J., Paas, L., Arreola, M. E., Santer, E., Sharma, N., & Bellali, J. (2011). Promoting E-Governance through capacity development for the global environment: UNEP's training strategy in Integrated Environmental Assessment (IEA). In Rahman, H. (Ed.), *Cases on adoption, diffusion and evaluation of global e-governance systems: Impact at the grass roots* (pp. 227-257). IGI Global. <http://doi:10.4018/978-1-61692-814-8.ch011>
- Peters, S., Barbier, M., & Faulx, D. (2012). Learning and motivation to transfer after an e-learning programme: Impact of trainees' motivation to train, personal interaction and satisfaction. *Innovations in Education and Teaching International, 49*, 375-387.
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- Ragatz, M. E. (2022). *Tech-savvy educators' perceptions of using smartphones for self-directed professional development*. Unpublished doctoral dissertation, Walden University, Minneapolis, MN.
- Ramos, J. A. (2011). A comparison of perceived stress levels and coping styles of non-traditional graduate students in distance learning versus on-campus programs. *Contemporary Educational Technology, 2*, 282-293.
- Robbie, N. (2020). *A narrative inquiry study on how online adult learners experience teaching presence*. Unpublished doctoral dissertation, Northeastern University, Boston, MA.
- Roessger, K. M. (2012). Re-conceptualizing adult education's monolithic behaviourist interpretation: Toward a new understanding of radical behaviourism. *International Journal of Lifelong Education, 31*, 569-589. doi:10.1080/02601370.2012.700647
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- Yang, Y-F., Lee, S. W-Y. (2011, November) *Adult learners' attitudes toward web-based professional development and Internet self-efficacy in Taiwan*. Paper presentation at the 19th International Conference on Computers in Education, Chiang Mai, Thailand
- Zhang, C., & Zheng, G. (2018). Profiling and supporting adult learners. In Information Resource Management Association (Ed.), *Online Course Management: Concepts, Methodologies, Tools, and Applications* (pp. 1656-1680). IGI Global. <http://doi:10.4018/978-1-5225-5472-1.ch086>
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C. Professional Presentations

Invited:

- Donavant, B. W., Flowers, P. Q., & West, J. K. (2016, February). *Soaring Toward Success: USDOE Title III Strengthening Institutions Initiative*. Presentation at the Grants Resource Center: Funding Competitiveness Conference of the American Association of State Colleges and Universities, Washington, DC.
- Donavant, B. W. (2014, October) *Forensic Praxis: Real learning, real world... real jobs*. Presentation at the 66th Southeastern Regional Meeting of the American Chemical Society, Nashville, TN.
- Donavant, B. W. (2012, February) *Adult Degree Progress in the Shadow of the New Funding Environment: Utilizing Proficiency Credit to Facilitate Productivity*. Paper presentation at the 19th Annual Tennessee Adult Learner Conference, Murfreesboro, TN.

Donavant, B. W. (2011, April). *Utilizing Curricular Assessment in the Evaluation of Educational Initiatives*. Paper presentation at the National Evaluation Meeting of the Lumina Foundation for Education Productivity Initiative, Detroit, MI.

Donavant, B. W. (2011, March). *Emerging Issues in Distance Education*. Invited panelist, Roundtable discussion and forum at the annual meeting of the Academy of Criminal Justice Sciences, Toronto, Canada.

Refereed:

Donavant, B. W. (2023, October). *Budget Innovations for Online Delivery: Comprehensive Strategies for the University Community*. Paper presentation at the annual meeting of the Association for Continuing Higher Education, Charleston, SC.

Donavant, B. W., & Pope, K. M. (2022, September). *Refocusing the Police Citizen Paradigm to a Civic Leader Model*. Paper presentation at the annual meeting of the Southern Criminal Justice Association, Asheville, NC.

Donavant, B. W., & Pope, K. M. (2021, September). *Hiring and Retention Predictors for Police Effectiveness and Service*. Paper presentation at the annual meeting of the Southern Criminal Justice Association, Daytona Beach, FL.

MacKewn, A. S., & Donavant, B. W. (2021, March). *Metacognitive Differences in Adult and Preadult Learners*. Paper presentation at the annual meeting of the Southeastern Psychological Association, virtual.

Donavant, B. W. (2019, September). *Increasing Learning and Maintaining Academic Quality in Online Criminal Justice Education*. Paper presentation at the annual meeting of the Southern Criminal Justice Association, Nashville, TN.

Donavant, B. W. (2018, September). *Bone Dry: Criminal Justice Education without STEM Praxis*. Paper presentation at the annual meeting of the Southern Criminal Justice Association, Pensacola Beach, FL.

Donavant, B. W., Granger, A., & Watts, C. (2013, September). *Forensic Praxis and CSI's Next Generation: A 21st Century Incarnation of Morrill and Smith-Lever*. Paper presentation at the annual meeting of the Southern Criminal Justice Association, Virginia Beach, VA.

Donavant, B. W. (2012, November). *Adult Degree Progress in the Shadow of the New Funding Environment: Utilizing Proficiency Credit to Facilitate Productivity*. Paper presentation at the American Association for Adult and Continuing Education 61st International Conference, Las Vegas, NV.

Donavant, B. W. (2012, March). *Enhancing the Online Learning Environment in Support of a Comprehensive Approach to Criminal Justice Education*. Poster presentation at the annual meeting of the Academy of Criminal Justice Sciences, New York, NY.

Donavant, B. W. (2011, November). *Adults as Undergrads: Faculty Perceptions of Adult Students and the Mixed-Age Class*. Paper presentation at the American Association for Adult and Continuing Education 60th International Conference, Indianapolis, IN.

Donavant, B. W. (2011, September). *Enhancing Criminal Justice Education through Narrated Online Presentations*. Poster presentation at the annual meeting of the Southern Criminal Justice Association, Nashville, TN.

Massey, D. M., Lee, T. L., & Donavant, B. W. (2011, September). *Accelerated Course Offerings in a Criminal Justice Program: An Exploratory Analysis*. Paper presentation at the annual meeting of the Southern Criminal Justice Association, Nashville, TN.

Donavant, B. W. (2011, March). *Enhancing the Online Criminal Justice Learning Environment*. Paper presentation at the annual meeting of the Academy of Criminal Justice Sciences, Toronto, Canada.

Donavant, B. W. (2010, October). *Narrated Digital Presentations: Tools for Integrating and Enhancing Online Education*. Paper presentation at the American Association for Adult and Continuing Education 59th International Conference, Clearwater, FL.

Donavant, B. W. (2009, November). *Andragogue as Undergrad: Reflections of a Lifelong Learner in the "Traditional" Classroom*. Paper presentation at the American Association for Adult and Continuing Education 58th International Conference, Cleveland, OH.

Donavant, B. W. (2008, October). *Online Education for Police Professional Development*. Paper presentation at the annual meeting of the Southern Criminal Justice Association, New Orleans, LA.

Donavant, B. W. (2007, March). *Efficacy of Distance Learning for Professional Development of Police Officers*. Paper presentation at the annual meeting of the Academy of Criminal Justice Sciences, Seattle, WA.

D. Research Grants

De-Escalation Techniques and Emergency Response – Phase 2 (DETER2). U.S. Department of Agriculture, Delta Health Care Services Grant Program, 2023-2025. \$407,722 funded.

De-Escalation Techniques and Emergency Response (DETER). U.S. Department of Agriculture, Delta Health Care Services Grant Program, 2021-2023. \$547,293 funded.

Strengthening Institutions Initiative. U.S. Department of Education, Title III, 2015–2019. \$1,972,725 funded.

Productivity Grant Initiative. Tennessee Higher Education Commission (Lumina Foundation for Education), 2011–2013. \$40,000 funded.

Faculty Perceptions of Adult Students and the Mixed-Age Classroom. Making Opportunity Affordable – Tennessee Adult Student Initiative (Lumina Foundation for Education), Tennessee Higher Education Commission, 2010. \$2,000 funded.

PROGRAM DEVELOPMENT, RECRUITMENT, & PROGRESSION INITIATIVES

De-Escalation Techniques & Emergency Response (DETER) training program (2021): Developed public health training facility to deliver de-escalation and emergency health intervention to reduce the injury and mortality rates of police-citizen encounters. All training includes immersive virtual simulation and focuses upon diverse and marginalized groups and the surrounding counties and communities that support them.

UTM Law Enforcement Apprenticeship (2020): Established program developing pre-professional skills and personal competencies necessary for initial police employment, including professional standards, communication, fitness, and live-fire firearms familiarization.

Increased off-campus enrollment and efficiency (2016-18): 11.9% overall increase, including sustained 18.8% online enrollment increase (up from 7% increase in preceding years) and 341% dual enrollment increase. Matriculation of dual enrollment students to full-time freshmen increased from 8% to 20.5%. Established, reclassified, or filled 23 staff and faculty vacancies to support evolving program needs; decentralized administrative duties and approval authority to improve operational effectiveness, and enhance succession planning and employee development. Created more than \$8.5M in combined fiscal efficiency improvements and revenue increases.

“TN Strong” recruitment campaign (2018): Developed comprehensive marketing strategy including video ads in the Memphis and Jackson television markets and movie theaters across West TN and north MS, radio spots, targeted digital geo-fencing, and billboards. \$200K investment, with targeted yield of 300 new National Guard students, garnered 639 new students providing \$5.97M tuition revenue (1-year FTE).

UTM Jackson Center (2018): Developed co-location and non-competitive course delivery agreement moving this regional campus to Jackson State Community College. Because 34% of UTM courses were lower division, the community college can provide these more effectively and efficiently, thereby improving fiscal efficiencies and facilitating baccalaureate degree completion through prioritized focus. Reduced annual rent from \$130K to \$50K and facilitates transfer pathways and recruitment opportunities.

Southwest TN Community College (2018): Developed collaborative co-location and non-competitive course delivery agreement establishing Southwest TN Community College instructional site at UTM Somerville Center. Facilitates transfer pathways and recruitment, and UTM focus on baccalaureate degree completion while improving fiscal efficiencies.

UTM Somerville Center (2017): Opened 5th regional campus. Provided design and construction oversight and coordinated procurement for new 23,000 square foot state-of-the-art facility with 7 classrooms, fully equipped Biology/Chemistry lab, 2 distance-learning classrooms, large community hall, and additional meeting and administrative space.

Transitioned online LMS from Blackboard to Canvas (2017): Reduced recurring annual cost from \$230K to \$95K. Canvas’ more robust and user-friendly format improves student success and support of hybrid/on-ground classes. Students page views increased from 22,291 to 1.1 million in the first year, with more students passing courses and doing so with higher grades than previous semesters.

Faculty pay stipend (2017): Provides faculty stipend for above-minimum online course enrollment. Decreased duplicate course sections 22.9% while increasing online enrollment 18.8%. Provided \$1,133,033 additional annual tuition revenue, \$448,902 direct additional pay to faculty; \$251,396 net to Online Delivery for program reinvestment.

Make Camp Count! (2017): Provides academic dual credit for completers of select activity-based summer camp programs of the Boy Scouts of America to facilitate shortened time to degree and reduce college debt.

Southeastern Leadership Academy Proficiency Program (2016): Provides academic credit to graduates of the UT LEIC Southeastern Leadership Academy and facilitates the return of law enforcement professionals to college and degree completion programs.

National Forensic Academy Proficiency Program (2015): Provides academic credit to graduates of the UT LEIC National Forensic Academy and facilitates the return of law enforcement professionals to college and degree completion programs.

BSCJ *Forensics* Concentration area and *Forensic Science* Minor (2012)

National Forensic Academy Collegiate Program (2012): Collaborative program with the UT Institute for Public Service, Law Enforcement Innovation Center, the first and only program of its kind in the United States to prepare students for careers in forensic science and criminal investigation by providing practical education through field experiences and crime scene simulations.

Law Enforcement Proficiency Program (LEPP; w/ Massey, D. M., 2008): Provides academic credit to graduates of the Tennessee Law Enforcement Training Academy Basic Police School and facilitates the return of non-traditional students to college and degree completion programs.

Tennessee Correction Academy Proficiency Program (TNCAP2; w/ Massey, D. M., 2008): Provides academic credit to graduates of the Tennessee Correction Academy and facilitates the return of non-traditional students to college and degree completion programs.

SELECT PROFESSIONAL SERVICE & OUTREACH

Weakley County, Tennessee

County Commission, 2022-2024

Public Safety Committee; Health, Education, and Economic Development Committee; Ethics Committee

Faculty Reviewer, American Council on Education, 2018–present

Criminal Justice Advisory Committee, Jackson State Community College (Jackson, TN), 2018–2024

Law Enforcement Innovation Center Advisory Board, University of Tennessee Institute for Public Service, 2011–2024

Equity and Diversity Director Search Committee, Chair, University of Tennessee at Martin, 2017

Chancellor Search Committee, University of Tennessee at Martin, 2016

Board of Trustees, University of Tennessee, 2015–2016

Chair, University of Tennessee Faculty Council, 2015–2016

Executive Board, Commission of Professors of Adult Education, 2011–2013

Evaluator for Tennessee Higher Education Commission, Lumina Productivity Initiative, 2011–2013

Consultant to Tennessee Higher Education Commission on *Making Opportunity Affordable – Tennessee Adult Student Initiative*, Lumina Foundation for Education Grant Program, 2010–2011

SELECT PROFESSIONAL DEVELOPMENT

SACSCOC Institute on Quality Enhancement and Accreditation, Southern Association of Colleges and Schools Commission on Colleges, Dallas, TX, July 2019

SACSCOC Annual Meeting, Southern Association of Colleges and Schools Commission on Colleges, New Orleans, LA, December 2018

SACSCOC Institute on Quality Enhancement and Accreditation, Southern Association of Colleges and Schools Commission on Colleges, Atlanta, GA, July 2018

Sexual Assault Training for University Administrators, University of Tennessee Law Enforcement Innovation Center, Martin, TN, 2017

WestStar Leadership Program, University of Tennessee at Martin, 2017

Grants Resource Center: Funding Competitiveness Conference, American Association of State Colleges and Universities, Washington, DC, 2016

University of Tennessee Leadership Institute, Gatlinburg, TN, 2015

National Productivity Conference, Lumina Foundation for Education, Indianapolis, IN, 2011

National Evaluation Meeting, Lumina Foundation for Education, Detroit, MI, 2011

PROFESSIONAL AFFILIATIONS & ACTIVITIES

Memberships:

Tennessee Association of Chiefs of Police

Fraternal Order of Police

American Association of Adult and Continuing Education

AAACE Commission of Professors of Adult Education

Southern Criminal Justice Association

Academy of Criminal Justice Sciences, 2006-2012

American Society for Law Enforcement Trainers, 2002 – 2006

National Drug Enforcement Officers Association, 1989 – 2006

Awards:

ACT College and Career Readiness Tennessee Postsecondary Champion, ACT, Inc., February 2019

Faculty Excellence Award, University of Tennessee Institute for Public Service: National Forensic Academy Collegiate Program, August 2013

Outstanding Dissertation Award, Department of Educational Leadership and Research, The University of Southern Mississippi, May 2007: *Efficacy of Distance Learning for Professional Development of Police Officers*

Hurricane Katrina Service Award, Gulfport Police Department, 2005

High Intensity Drug Trafficking Area (HIDTA) of the Year, U.S. Office of National Drug Control Policy, 2002: For innovative training programs as Gulf Coast HIDTA Training Director in the states of Louisiana, Mississippi, and Alabama