

# Shane Kelley, Ed.D.

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## CORE COMPETENCIES

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|--------------------------------------|--------------------------------------|
| • Outcomes Assessment                | • Higher Education Administration    |
| • Online Learning/Distance Education | • Student Affairs Administration     |
| • Adult Education/Andragogy          | • Ethics and Diversity               |
| • Curriculum Development             | • Strategic Planning                 |
| • Degree Program Development         | • Faculty Development                |
| • Educational Leadership             | • Research Methods                   |
| • Programmatic Accreditation         | • Social Justice/Collective Efficacy |

## EDUCATION

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Ed.D.	<b>Maryville University</b> (St Louis, MO) Higher Education Leadership	May 2023
	Dissertation: <i>Factors Influencing Online Adjunct Faculty Satisfaction</i> , defended March 2023	
MSCJ	<b>Purdue University Global</b> (West Lafayette, IN) Criminal Justice	April 2007
M.S.	<b>The Ohio State University</b> (Columbus, OH) ABT Criminology	May 2005
B.A.	<b>Purdue University-Main Campus</b> (West Lafayette, IN) Sociology with focus in Criminology	May 2003

## PROFESSIONAL CERTIFICATIONS

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2024	Executive Leadership Certificate - National Society of Leadership and Success
2023	Advanced Leadership Certificate - National Society of Leadership and Success
2020	CITI Program - Human Subjects Research
2016	Foundations of Leadership Certificate - National Society of Leadership and Success

2012	Six Sigma Business Process Management Certification
2012	Six Sigma Green Belt Certification
2008	Six Sigma White Belt Certification

## PROFESSIONAL EXPERIENCE

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### SUMMARY

My personal belief is that each individual should be provided an opportunity to achieve their career aspirations through affordable higher education. However, many potential students, though no fault of their own, do not have equal access to higher education. Those that do gain access may still lack the techniques and strategies to succeed in some learning environments. I believe with guidance and coaching, those that have been historically underserved in education can be successful and achieve their goals and dreams. I feel the same way for faculty. With guidance and coaching, faculty can create a cohesive learning environment for diverse student populations. This was my driving motivation when I started my career in higher education twenty years ago, and it remains my goal, to this day.

My professional goal is to obtain a position in an educational setting that allows me to capitalize on my passion for teaching and learning. My experience in academic operations and administration, my successes in project launch, execution and maintenance, and my ability to create and execute efficient academic workflows, policies, processes and reporting have served me well in higher education. I now hope to shift focus to sharing my experiences with students in the classroom. While maintaining a positive and encouraging environment for those that teach, help students succeed, and achieve their highest potential, I strive to create a diverse and equitable atmosphere for all university stakeholders.

### EXPERIENCE

Clinical Assistant Professor - University of Louisville HROD program  
Louisville, KY - August 2024 - Present  
LSHRM Faculty Advisor Beginning May 2025

Associate Dean - Aviation, Public Safety, and Legal Studies - College of Social and Behavioral Sciences -  
Purdue University Global  
West Lafayette, IN - August 2023 - 2024

Associate Graduate Faculty - Baylor University - Edd Learning and Organizational Change  
Waco, TX - May 2023 - August 2024

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**Peer Reviewer – Education Journal**

Current Term serving 2024 - 2027

Currently serving three-year term as a peer reviewer for Education Journal, an international peer reviewed publication seeking to further the research on higher education.

<http://www.educationjournal.net/reviewers>

**Adjunct Instructor – Undergraduate and Graduate Criminal Justice - Purdue University Global**

West Lafayette, IN – April 2005 – August 2024

Teaching is my true passion. I enjoy helping students accomplish their goals and ultimately earn their diploma. I think it is important that faculty continually adjust their pedagogical approaches to maximize student engagement. One size does not fit all for our students and I try to be sensitive to individual student needs.

**Accomplishments**

- I work hard to facilitate engaging and thought-provoking student discussions in class.
- I continually monitor student progress and provide as much assistance as possible when life happens.
- I welcome all ideas and approaches as long as professionalism is maintained.
- I push my students to do their best and help them realize their potential.

**Academic Department Chair – Public Safety – Purdue University Global**

West Lafayette, IN — May 2010 - August 2023

My responsibilities as Department Chair span many areas from budgeting to managing a roster of full time faculty and adjuncts, scheduling, curriculum oversight and development, understanding University policy, working directly with support teams to provide a positive student experience, and general oversight of all facets of the eight public safety graduate and undergraduate programs.

**Accomplishments**

- Successfully executed the policies of our programs to receive continued accreditation from our current accreditor, the Higher Learning Commission.
  - Created new micro-credentials and courses to address the current social climate regarding policing in America.
  - Continually update our curriculum so that no course is more than 3 years old in terms of content.
  - Lead a team of 15 full-time faculty and 157 adjunct faculty.
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- Developed a recognition program for our faculty so that they understand their value to our program and University.
- Continuous improvement on program and University policies to ensure a proper student learning environment.
- Evaluation of faculty classrooms to ensure students are receiving the highest quality education possible with an environment that fosters student success.
- Achieved a nearly 90% career placement rate for our program graduates.
- Listen to faculty concerns in an effort to foster a cohesive working environment.
- Continuously adapt to a changing environment in a fast-paced, diverse society.
- Teach two courses per academic year to remain current on classroom delivery, student needs, and pedagogical approaches

### **Associate Director of Academic Advising – Kaplan University**

Chicago, IL — July 2008 – May 2010

My responsibilities as Associate Director of Academic Advising spanned many large initiatives that were created to improve the academic rigor, operational practices and education experience across the schools of Criminal Justice, Legal Studies, and Nursing. I was directly responsible for a team of 6 academic advising managers which included over 100 academic advisors and indirectly responsible for another team of 6 academic advising managers which also included over 100 academic advisors.

#### **Accomplishments**

- With minimal guidance and oversight, I was tasked with creating data driven metrics to help guide student satisfaction, student persistence rates, and overall quality for the schools of Criminal Justice, Legal Studies and Nursing.
- Developed a new initiative for recognition to those who displayed excellence in their roles as both advisors and managers to better appreciate the work of our employees.
- Trained new advisors and managers to fully understand University policy, academic advising initiatives, and provide support to students.
- Listened to employee concerns and ideas in an effort to create more efficient University policies and procedures.
- Overall my teams were responsible for helping nearly 3000 students graduate in less than a 2 year span. This covered only 3 programs of the many in our University.

### **Academic Advising Manager**

Chicago, IL — August 2006 – July 2008

My responsibilities as an Academic Advising Manager included oversight of a team of up to 15 academic advisors. I was responsible for directly supervising both academic advisors and senior academic advisors to uphold University policies and properly direct students on their path towards graduation.

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**Accomplishments**

- I worked closely with the faculty, advisors, and Academic Dean to ensure appropriate policies and procedures were created, implemented and adhered to by the schools of Criminal Justice, Legal Studies, and Nursing. I was responsible for ensuring student issues were proactively and appropriately addressed according to the policies provided, as well as solely responsible for data collection, and validating and assessing the output, which resulted in more effective policies and processes.
- I acted as a liaison for the Academic Dean to execute logistics of scheduling courses for the Schools of Criminal Justice, Legal Studies, and Nursing.
- I acted as conflict resolution specialist in resolving student and advising issues where present in an effort to improve upon procedural policies and University guidelines.

**Senior Academic Advisor – Kaplan University**

Chicago, IL — August 2005 – August 2006

As a senior academic advisor, my primary role was to resolve student issues by understanding and maintaining University policies and procedures.

**Accomplishments**

- I successfully identified service improvement strategies that enhanced operations and strengthened faculty and student retention at the university. With a focus on the core post-enrollment operational functions, I analyzed workflows and efficiencies and proposed changes to the program/school leadership. Upon approval, I led the direct implementation of service improvements until they became standard operating procedure.
- Identified primary areas of student concern and worked to address those through departmental procedure and updating University policies.

**Academic Advisor – Kaplan University**

Chicago, IL — April 2005 – August 2005

It was at Kaplan University where I learned of my passion to assist the underserved population with their higher education goals. At the onset of my employment, Kaplan University's leadership listed serving the underserved their primary mission. My role was to facilitate issue resolution on behalf of students, as well as ensure the school's operations were running appropriately so the administrators and faculty could focus on effective curriculum creation and instruction.

**Accomplishments**

- I analyzed, evaluated and instituted solutions to the academic needs and issues of students based on current and past policies, enrollment trends and future goals of the programs.
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- I maintained student records in accordance with University guidelines.
- I was responsible for guiding students throughout their program of choice from initial enrollment through graduation.
- Responsible for successfully executing projects under the direction of the Academic Dean, Department Chair, and Advising Manager which included but was not limited to assisting with projections for enrollment, student persistence, and overall student satisfaction.

## PEER REVIEWED PUBLICATIONS

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**Kelley, S.** (*In review*). Adjunct faculty satisfaction with the online classroom: A cross-disciplinary analysis. *The Quarterly Review of Distance Education*.

**Kelly, S.** (*In review*). Outcome mapping in public safety curricula: Lessons from the development of a cyber forensics degree program. *Education Journal*.

**Kelley, S.** (2024). Validating outcome mapping using external benchmarking. *Online Journal of Distance Learning Administration*, 27(1). Retrieved from <https://ojdla.com/articles/validating-outcome-mapping-using-external-benchmarking>

**Kelley, S. & Kilburn, M.** (2023). Adjunct faculty satisfaction with online teaching. *The Quarterly Review of Distance Education*, 24(3), 31-42.

## Book Chapters

**Kelley, S. & Kilburn, M.** (*In press*). Reflections of an online, practitioner-based dissertation: The faculty and student perspectives. In Mahruf, M. & Mortby, A. (Eds.), *Practitioner research in college-based education*. IGI Global.

**Kelley, S.** (*In press*). Survey research in faculty satisfaction: From deployment to quantitative analysis. In *Sage research methods data and scientific literacy cases*. Sage publications.

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## CONFERENCE PRESENTATIONS

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**Kelley, S.** (2024). *Understanding the new ACE-accredited national fire academy certification and programmatic accreditation requirements*. International Fire Service Accreditation Congress conference, Oklahoma City, OK, April 2024.

**Kelley, S.**, Maxfield, M. & Rodenbeck, J. (2024). *Making data work for digital instruction*. UPCEA conference, Boston, MA, March 2024.

**Kelley, S.** (2024). *Building community relationships through service-learning*. Academy of Criminal Justice Sciences conference, Chicago, IL, March 2024.

**Kelley, S.** (2023). *Service in action: An exploration of Purdue Global's service-learning elective*. International Association for Research on Service Learning and Community, Tulane University, October 2023

## UNIVERSITY AND PROFESSIONAL SERVICE

Peer reviewer - Education Journal (international) - 2024-2027

International Fire Service Accreditation Congress Degree Assembly Board of Governors -  
elected position 2024-2025

Learning and Leadership Community - Purdue University Global - 2024

Academic Administrative Council - Purdue University Global 2024

Accreditation Steering Committee, Programmatic Accreditation Lead - Purdue University  
Global 2023

Dissertation Committee Member and Chair - Baylor University 2022-2024

Program Steering Committee - Purdue University Global 2023 - 2024

Service Learning Fellowship - Purdue University Global 2023 - 2024

Virtual Reality Committee - Purdue University Global 2022 - 2023

Assessment Advisory Committee - Purdue University Global 2022 - 2024

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## RESEARCH INTERESTS

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Online education  
Andragogy  
Adjunct faculty  
Faculty job satisfaction  
Social justice in criminal contexts  
Collective efficacy  
Higher education administration  
Outcomes assessment and external benchmarking  
Educational policy  
University organization and ethics  
Quantitative methodologies  
Higher education and societal impacts

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## TEACHING INTERESTS

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Higher education administration and supervision  
Educational leadership, policy, and organizational change  
Diversity, equity, and inclusivity  
Research methods (Statistics, quantitative, and mixed methods approaches)  
Higher education and societal impact  
Program evaluation  
Ethics in leadership  
Service learning and community leadership  
Social justice  
Criminology  
Crime and deviance  
Collective efficacy

## GRADUATE TEACHING EXPERIENCE

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BAYLOR UNIVERSITY 2022–2024.

EDC6390

EDC6391

EDC6v99

University of Louisville 2024 - Present

LEAD611

LEAD661

LEAD662

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## AWARDS AND RECOGNITION

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2024	Marquis, Who's Who In America - to be published 2025
2023	Accomplished Learners Award, Purdue University Global
2020	Great Leaders Award, Diversity and Inclusivity Workgroup, Purdue University Global
2005	Outstanding Recitation Leader Award, The Ohio State University

## GRADUATE RESEARCH DIRECTION (DISSERTATION COMMITTEE MEMBER OR CHAIR)

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**Spring 2024** Tiffany Ashline, *Accidental Outreach and Happenstance Staffing: A Cross-Institutional Study of Writing Center Support of First-Generation College Students.*

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Ashwin Mohan, *Socially Engaged Engineering: A Framework for Higher Education*.

Alvin Evans, *The Challenges of Minoritized Contingent Faculty in Higher Education*.

Parvinder Singh, *Black Lives Matter? Removing the Underlying Contingencies of the Criminal Justice Curriculum*.

Suzanne Calfey, *Factors Influencing Student Outcomes Among Minority Student Practitioners*.

**Fall 2023**

Michael Alexander, *Transforming Leadership Pathways for Social Science Professionals in Higher Education*.

Christine Thompson, *When Therapy Dogs Provide Virtual Comfort: Exploring University Students' Insights and Perspectives*.

Justina Skelton, *School Personnel Lived Experiences Related to High School Engineering Education and the Covid-19 Pandemic*.

Santiago Dominguez, *The Study of Children with Developmental Language Disorder Beyond English: A Tutorial*.

Andrea Zinser, *Doing More with Barely Enough: Narratives of an Undergraduate Tutor Researcher and Mentor*.

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## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

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Academy of Criminal Justice Sciences (ACJS)

American Association for Teaching and Curriculum (AATC)

American Educational Research Association (AERA)

American Society of Criminology (ASC)

International Association of Directors of Law Enforcement Standards of Training (IADLEST)

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International Fire Service Accreditation Congress (IFSAC)

National Academic Advising Association (NACADA)

National Association of Student Personnel Administrators (NASPA)

National Society of Leadership and Success (NSLS)

University Professional and Continuing Education Association (UPCEA)