

RONALD REAGAN

Washington, DC 20706 | Ronaldreagan@gmail.com | 123-456-7890

ADJUNCT PROFESSOR

Results-oriented professional with 20+ years of management/ leadership experience and 10+ years of direct teaching experience within a higher-education setting. A senior administrator with expertise and competencies that facilitate achievement of desired organizational outcomes. Track record of developing strategic plans that improve the delivery and quality of business and administrative management services. Demonstrate excellence in teaching and leadership skill development emphasizing creative instructional delivery modules that blend theory and real-world practice. A skilled Adjunct Professor proficient in curriculum development, program evaluation, and instructional delivery (e.g., face-to-face, online, hybrid).

CORE COMPETENCIES

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| ✓ Project & Program Management | ✓ Strategic Business Planning | ✓ Operations Management |
| ✓ Course Development | ✓ Mentorship | ✓ Resource Management |
| ✓ Communication (Verbal/ Written) | ✓ Process Improvement | ✓ Business Intelligence |
| ✓ Teaching | ✓ Course Delivery | ✓ Instructional Strategies |
| ✓ Team Building | ✓ Training & Development | ✓ Academic Affairs |
| ✓ Report Generation & Documentation | ✓ Course Planning | ✓ Internal Controls |

TEACHING EXPERIENCE

UNIVERSITY OF MARYLAND GLOBAL CAMPUS | The Undergraduate School | Adelphi, MD
ADJUNCT ASSISTANT PROFESSOR | Business Management Program | 05/2013 – Present

Prepare/ deliver lectures teaching 250+ credit hours designed to guide topics within business, management, and leadership disciplines. Review/ manage syllabi and corresponding materials, and facilitate class instruction to traditional and non-traditional students. Teach assigned courses in accordance with learning objectives/ outcomes and evaluate student performance. Observe class participation, provide feedback, and post grades.

Key Contributions:

- Teach from approved curriculum in accordance with assigned schedule; leverage knowledge of instructional program evaluation methods/ principles to assess the effectiveness and efficiency of the curriculum.
- Develop curriculum and objectives, and measures to assess course effectiveness; employ effective planning processes and strategies that access program outcomes against established learning outcomes.
- Apply management/ leadership theories to enhance students' understanding of organizational development and enrich their leadership skills. Assist students with meeting learning objectives/ outcomes related to business management activities.
- Assist with student recruitment and retention activities by providing proactive, regular, and timely communication/ feedback to students; provide ongoing student advisement in matters related to academics, attendance, and behaviors.
- Submit grades for assignments, discussion boards, and exams via Blackboard and Learning Management System (LMS); provide routine feedback to students and maintain/ report student grades and attendance in accordance with university policies. Evaluate student performance based on course deliverables and rubrics; complete course assessment activities.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS | The Undergraduate School | Adelphi, MD
ADJUNCT ASSISTANT PROFESSOR | Health Care Management Program | 10/2010 – 05/2013

Appointed Course Chair and consistently analyzed program data from 6 instructors teaching in the Health Care Management program; identified staff/ curriculum development activities and implementation strategies for the

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use of comprehensive instructional models. Applied integrative analysis, practical application, and critical thinking to the conceptual foundation gained through previous academic study and personal vocational experience.

Key Contributions:

- Taught and advised, assessed performance, and mentored students in professional development.
- Engaged students through frequent interaction motivating academic success; conveyed a genuine enthusiasm for learning; guided students in active collaboration and the application of learning in problem/project-based demonstrations.
- Instructed students on proper research techniques while establishing constructive strategies and interpersonal group relationships.
- Demonstrated relevant and current subject-matter expertise, and helped students connect concepts across the program; provided rich and regular constructive feedback, utilizing rubrics effectively for the assessment of students' work.

EDUCATION

DOCTOR OF PHILOSOPHY | George Washington University | Washington, DC

MASTER OF SCIENCE IN ADMINISTRATION | Georgetown University | Washington, DC

BACHELOR OF SCIENCE | Southern Illinois University Carbondale | Carbondale, IL