PAUL J. BALLARD, PH.D.

SUMMARY

Twenty years of experience developing and leading people to achieve organizational outcomes along with creating an environment of growth and success for both students, faculty, and staff. Successful track record of standardizing operations, creating practices that generate efficiencies, and achieving and maintaining regulatory compliance. Demonstrated excellent abilities in strategic thinking, ideation, understanding context and relating to people.

EDUCATION

Western Michigan University, Kalamazoo, Michigan   **2013**
Doctor of Philosophy - Higher Education Leadership

Michigan State University, East Lansing, Michigan   **2002**
Master of Arts - Educational Administration

Hope College, Holland, Michigan   **1998**
Bachelor of Arts - Learning Disabilities/Social Studies

ADMINISTRATIVE EXPERIENCE

Marywood University, Scranton, Pennsylvania   **2021-2023**
A private, Catholic, liberal arts college with 2,600 undergraduate and graduate students.

Assistant Provost of Student Success
Reporting to the Provost and serves on the President's Senior Leadership Team. Leads academic services and works closely with various internal and external stakeholders to enhance student performance and ensure student success. The position leads a staff of eleven and provides strategic leadership and coaching to ensure university outcomes and regulatory compliance.

- Leadership for the areas of Retention and Advising, Career Development, Writing and Tutoring Centers, Military and Veteran Services, Student Diversity and Equity, and Student Accessibility and Disability Services.

- Aligned university policies, procedures and staffing with a focus on student success which resulted in a seamless student experience.

- As part of President's Senior Leadership Team led efforts to improve regulatory compliance with federal and state law and align policies to standards set forth by accrediting body.

- Led taskforce on transfer students which will improve lead generation, degree completion, institutional partnerships, student experience and university revenue.

- Led initial program review of student success areas along with establishing key performance indicators, direct and indirect measures, and assessment tools.

- Designed and lead faculty for the Emerging Leaders Academy to develop leaders internally across the organization to create leaders who are ready to fill essential organizational roles and reduce turnover in middle management.

- Established process and compliance review after audits by Department of Defense and Veterans Administration which were inherited at start of position

- Created and aligned processes and policies which increased equity, and timely completion of registration process that increased retention and persistence of both undergraduate and graduate students.

- In process of building intentional course paradigms which balance student enrollment need with faculty preferences, and need to reduce part-time faculty budgets to optimize staffing and time to degree efficiency.

- Serve on the Outcomes Assessment Committee to assist assessment efforts across the University is user friendly, accessible and scalable.

- Co-leading a team to track and monitor strategic plan initiatives across the University, and document progress in an institutional dashboard.

- Serves as Deputy Title IX Compliance Officer.

ST. NORBERT COLLEGE, De Pere, Wisconsin   **2013-201**
A private, Catholic, liberal arts college with 2,200 undergraduate and graduate students.

Associate Dean for Student Success and Retention
Reported to the Dean of the College/Academic Vice President. Serves as the academic representative/liaison interacting with multiple departments to ensure a balanced approach to policies and initiatives. This position also included oversight for all student success and retention initiatives across the college. Led three direct reports with a staff of 13. Managed an annual budget of $2.5 million.

- Led Student Success and Retention Team whose efforts resulted in the two highest freshman-to-sophomore rates in institution's history which will lead to the highest four-year and six-year graduation rate in the institution's history.

- Overhauled policies, practices, procedures and personnel with a focus on student success, retention, persistence and graduation, resulting in increased student retention by 5% and four-year graduation rates by 6%.

- Chaired cross-functional committee that mapped, tracked and accelerated course scheduling to create a year-long schedule which facilitated more efficient staffing models, increased student and faculty satisfaction, and provided information that supported longer-term planning.

- Implemented a web-based degree software audit system which replaced a manual process and allowed academic advising to evolve into a more developmental model; improved timeliness of degree audits so degrees were awarded two months earlier, and graduation clearance advanced by four months, reducing the number of students not graduating at the end of the spring semester.

- Overhauled academic and housing accommodation process including creating online forms, and updating polices on current ADA standards for academics, service animals, emotional support animals and concussion protocols.

- Led a task force that created student-led supplemental academic instruction for major gateway courses with high failure and withdrawal rate, which resulted in higher pass rates, a reduction in withdrawal rates, persistence in major and higher pass rate of next course in major sequence.

DAVENPORT UNIVERSITY, Grand Rapids, Michigan   **2008-2013**
A private, non-profit, multi-location university with campuses throughout Michigan and online with 10,000 undergraduate and graduate students.

Executive Director of Student Affairs   2009-2013
Reported to the Executive Vice President of Enrollment and Student Development. Served as Chief Student Affairs Officer with oversight and responsibility for supporting and developing policies, programs and practices that enable a culture of healthy individual challenge, responsible citizenship and meaningful leadership. Managed nine direct reports with a staff in excess of 100, a $1.4 million operating budget and multi-million-dollar revenue budget.

- Increased university housing residency over 5% each year, while university enrollment was declining.

- Created and implemented university-wide initiatives including risk management, crisis escalation, diversity and transitional education which achieved and maintained compliance while minimizing potential risk and liability.

- Revamped and facilitated in-seat and virtual orientation programming for 3,300 incoming students which supported an effective transition.

- Initiated, advocated, created and supervised university's first counseling services department, resulting in a solid support system for students.

- Developed and implemented a university-wide student case management software system which captured incident reports, violations of the student code of conduct, disability services,

student care and student alerts.

- Increased university housing occupancy and revenue by 5% and assisted in enrollment management strategy to increase the number of full-time traditional students of color

- Developed and implemented a middle college program with local school districts to increase the local enrollment pipeline and area goals of education and retaining local talent.

- Created and conducted training and professional development regarding disability services, health and wellness, mediation and counseling initiatives, ensuring campus-wide awareness and compliance.

- Developed and introduced performance excellence metrics to the Student Affairs Division as part of university balance scorecard, resulting in accountabilities and standards with outcomes utilized in making key business decisions.

Student Access Manager/Director of Student Access   2008-2009
Reported to the Executive Director of Student Affairs. Developed and administered policies, procedures and practices to ensure compliance with the Americans with Disability Act (ADA), Section 504 of the Rehabilitation Act and applicable federal, state and local regulations regarding physical access and non-discriminatory practices for persons with disabilities.

FACULTY EXPERIENCE

Marywood University, Scranton, Pennsylvania   **2021-2023**
A private, Catholic, liberal arts college with 2,600 undergraduate and graduate students.

Assistant Professor
Dual appointment in the School of Education and the School of Business and Global Innovation.
Teach courses in Leadership, Management, and Organizational Development.

Northwest Wisconsin Technical College, Green Bay, Wisconsin   **2019-2021**
A public, technical college serving nine Wisconsin counties with an enrollment of 6,300 students

Part Time Instructor-College of Business
Taught courses in Leadership, Career Development and Team Building

ST. NORBERT COLLEGE, De Pere, Wisconsin   **2013-2019**
A private, Catholic, liberal arts college with 2,200 undergraduate and graduate students.

Director of Leadership Studies
Served as a faculty member in the Schneider School of Business and Economics. Directs the Leadership Studies minor and teaches undergraduate and Master of Business Administration courses focused on emotional intelligence, business leadership and executive leadership.

CURRENT ROLE

Deer Brook Consulting   **2024-Current**

Consultant
Deer Brook is the project management firm hired by the Maine Community College System to convert their enterprise system from Jenzabar to Anthology. My position consults and communicates between the seven institutions and Anthology diagnosing issues, testing, stakeholder involvement, and process improvement. I also serve as the campus lead for Washington County Community College.

OTHER RELEVANT EXPERIENCE

Middle States Commission on Higher Education, Peer Evaluator   **2023**

Brown County Supervisor   **2015-2018**
Member of the legislative body of the County, elected by district of approximately 10,000 residents to a two-year term. Also served as the Vice-Chair of the Education and Recreation Committee, and on the Neville Public Museum Governing Board.

Kent County Intermediate School District, Consultant   **2013-2014**
Led a process to align high school math and language arts curriculum and student learning outcomes with the curriculum and student learning outcomes of area higher education institutions so that students would be eligible for college credit and reduce the need for developmental courses.

PROFESSIONAL CERTIFICATIONS AND TRAINING

State of Michigan Professional Teaching Certificate - Learning Disabilities, Elementary Education and Social Studies
ADA Building Blocks Certification Program - Commission on Rehabilitation Counselor Certification
FEMA Emergency Management Institute: Introduction to the Incident Command System
Non-violent Crisis Prevention - Crisis Prevention Institute
Title IX Investigator Training - National Center for Higher Education Risk Management
Title IX Coordinator and Administrator Training - National Center for Higher Education Risk Management

PROFESSIONAL ASSOCIATIONS

American Academic Leadership Institute Senior Leadership Academy
Association on Higher Education and Disabilities
Association for Student Conduct Administration
College Student Educators International (ACPA)
- Donna M. Broussa Mid-Level Management Institute
- Senior Student Affairs Officer Symposium
- Taskforce for Campus Safety and Emergency Preparedness

- Chair: Taskforce for Campus Safety and Emergency Preparedness
Michigan Association on Higher Education and Disabilities
- Secretary

National Orientation Directors Association
- Orientation Professionals Institute

SELECTED PRESENTATIONS AND PUBLICATIONS

Ballard, P. J. (2010). Improving academic quality through classroom management and reporting academic integrity violations. *Teaching Learning Institute.* Davenport University

Ballard, P. J. (2010). Improving academic quality through reporting academic integrity violations, and managing discussion boards. *CONNECT 10 Conference*. Davenport University

Ballard, P.J. (2013). *Key performance indicators for student success.* Joint meeting of educators, University of KwaZulu-Natal, Durban, South Africa

Ballard, P.J. (2013). *Measuring performance excellence: Key performance indicators for institutions accepted into the Academic Quality Improvement Program (AQIP)*. (Doctoral dissertation). Western Michigan University, Kalamazoo, MI.

Ballard, P.J. (2014). *Utilizing performance indicators for continuous improvement from university to unit.* American College Personnel Association (ACPA) Annual Convention, Indianapolis, IN

Ballard, P. J., & Maxim S. (2012). Documenting the process: Putting oral traditions on paper. T*eaching Learning Institute.* Davenport University Ballard, P. J., & Stout, D. (2012). Creating a culture that diminishes incidents of academic dishonesty. *Teaching Learning Institute.* Davenport University

Ballard, P. J., & Stout, D. (2011). Practical Magic: How to deal with the shadowlands of plagiarism. *Teaching Learning Institute.* Davenport University

Huegel, B. L., Ballard, P.J. (2016). Beyond the leger: Developing leaders in accounting. *Midwest Business Association International Conference.* Midwest Business Association International

Huegel, B. L., Ballard, P.J. (2023). Beyond the leger: Developing leaders in accounting. *Business Education Journal, 15*(1), 169–176.

West Michigan Presidents' Compact Committee (2012) Best practices in universal design for learning and services for students with disabilities. *Inclusive communities: Advancing effective inclusion strategies in the higher education*