

Jennifer Lauren Simpson

Summary

Dedicated and resourceful candidate that excels in leadership, planning, organization, and student success. Educator that takes pride in focusing on student-centered learning, creating an inviting classroom environment, promotes active learning, and in helping students in reaching their full potential.

Organized, goal oriented, authoritative individual with extensive experience in the University Core Curriculum Program, First-Year Learning Communities Program and various campus student resources. Intelligent and possesses a passion for student retention and success. Diligent professional easily maneuvers through and adapts to hectic and fast-paced environments.

Education

MS, Public Administration, Texas A&M University – Corpus Christi, 2007

BS, Criminal Justice, Texas A&M University – Corpus Christi, 2004
Minor: Chemistry

Skills

Solid Execution & Presentation Skills
Problem Solving & Effective Decision-Making
Strategic Planning & Analytical Implementation
Conflict Resolution & Time Management
Microsoft Word, Excel, PowerPoint, Outlook
Interactive Website Design

Professional Employment

Professional Associate Professor, Texas A&M University – Corpus Christi, (September 2009 – Present)

- Courses: University Core Curriculum Program Seminar 1101 & 1102
 - Disciplines: History 1301/1302, US Politics, Texas Politics
- Teach 6 courses of 25-30 students each in the Fall; Teach 5 courses of 25-30 students each in the Spring

- Designed and implements lesson plans that helped student to develop their intellectual skills, academic research and writing skills, adapt to their first-year of college, use campus resources, develop a respect for multiple perspectives, and recognize connections between different disciplines and perspectives.

Tutor, Sylvan Learning Center, (September 2008 – Present)

- Tutor math and reading for elementary, junior high and high school students
- Train new math and reading tutors, conducts conduct pre and post assessments.

Adjunct Instructor, Texas A&M University – Corpus Christi, (September 2008 – May 2009)

- Courses: University Core Curriculum Program Seminar 1101 & 1102
 - Disciplines: History 1301/1302, US Politics, Texas Politics
- Teach 5 courses of 25-30 students each in the Fall; Teach 4 courses of 25-30 students each in the Spring
- Designed and implements lesson plans that helped student to develop their intellectual skills, academic research and writing skills, adapt to their first-year of college, use campus resources, develop an respect for multiple perspectives, and recognize connections between different disciplines and perspectives.

Research Interests

There are many issues to the successful use and incorporation of technology in the classroom. I have an interest how an instructor can know when the use of technology can be appropriate, how they can find the right technology to use, and how to effectively incorporate it.

Current Research

Retention Help – Utilizing Peer Mentors

- Student retention is a huge issue in college, particularly during the first year. One method that has been shown to improve student retention is the incorporation of peer mentors in the classroom. This can be intimidating. My research addresses how they can be implemented into a small classroom and also a large lecture classroom. Lessons learned from the implementation process, insights gained into success and challenges we've experienced as we work to incorporate peer mentors into the classroom are looked into. I want to show the benefit of peer mentors and promote their incorporation into the classroom.

Striving to Increase Student Retention: A Best Practices to Improve Student Engagement & Success

- Student retention is a major concern for many colleges. According to the Tinto Student Integration Model, for traditional students, social interaction with their institution is

extremely important for retention. For non-traditional students, the Bean & Metzler Model shows that social integration with campus club memberships, faculty contact, and friends in class are most important for student retention. My research looks at several class activities that can easily assist in accomplishing those key model points to increase student retention. These activities help students build a stronger connection with their instructors, classmates and with their campus. The instructional strategies addressed are ones that have shown to be very effective in getting students to feel much more comfortable with coming to see instructors during office hours for class guidance along with feeling more comfortable using campus resources and friends for study groups. For many students, the first year of college can be overwhelming and intimidating. These activities have shown to ease that transition by helping students feel more at ease and connected to their campus.

Service

Department

Committee Member, Assessment Committee. (September 2014 – Present).

Committee Member, Faculty Development Committee. (September 2014 – Present).

Committee Member, Freestanding Seminar Ad-Hoc Committee. (October 2014 – May 2015).

Committee Member, National Learning Communities Conference 2013 Planning Committee. (September 2012 – November 2013).

Committee Member, First-Year Seminar Instructor Search Committee. (March 2011 – May 2011).

University

Advisor for incoming freshmen, Orientation Advising. (June 2015 – August 2015).

Advisor for incoming freshmen, Orientation Advising. (June 2014 – August 2014).

Advisor for incoming freshmen, Orientation Advising. (June 2013 – August 2013).

Professional

A Learning Community for Texas Learning Community Programs – Texas A&M University – Corpus Christi, Attendee. (April 2016).

Faculty Course Redesign – Communities of Practice, Center of Faculty Excellence at Texas A&M University – Corpus Christi, Attendee. (March-May 2015).

Transformative Learning Conference, Attendee. (March 2013).

AVID Summer Institute Conference, Attendee. (June 2012).

The First-Year Experience & Students in Transition Conference, Attendee. (February 2012).

National Science Teachers Association, Member. (September 2005 – Present).

Phi Alpha Delta, Member. (September 2005 – Present).

Presentations

Simpson, J.L. (Presenter), “Striving to Increase Student Retention: A Best Practices to Improve Student Engagement & Success,” Educational Leadership, Curriculum and Instruction Conference: Engaging Culture & Elevating Disciplined Inquiry, Corpus Christi, TX (March 2016).

Simpson, J.L. (Presenter), “High Impact Practices by way of Collaborative Learning,” 20th Annual National Learning Communities Conference, Kansas City, MO (November 2015).

Simpson, J.L. (Presenter), “Retention Help: Utilizing Islander Success Advocates in Learning Communities,” Islander Forum, Corpus Christi, TX (August 2015).

Simpson, J.L. (Presenter), “Striving to Increase Student Retention: A Best Practices to Improve Student Engagement & Success,” Islander Forum, Corpus Christi, TX (August 2015).

Simpson, J.L. (Presenter), “The Learning Portfolio - A Student's Path to Discovery, Learning and Reflection,” Islander Forum, Corpus Christi, TX. (August 2015).

Simpson, J.L. (Presenter/Poster), “Classroom Assignments & Technology to Assist in Student Retention,” 2015 Conference on First Year Experience, Dallas, TX. (February 2015).

Simpson, J. L. (Presenter/Poster), "Classroom Assignments & Technology to Assist in Student Retention,” Lilly Conference: College and University Teaching and Learning, Austin, TX. (January 2015).

Simpson, J.L. (Presenter), “Learning Portfolio: A Student's Path to Discovery, Learning, and Reflection,” Lilly Conference: College and University Teaching and Learning, Austin, TX. (January 2015).

Simpson, J.L. (Presenter), “Retention Help: Utilizing Peer Mentors,” Lilly Conference: College and University Teaching and Learning, Austin, TX. (January 2015).

Simpson, J.L. (Presenter/Poster), "Student Administered Polls: Building a Personal Connection to Learning," Lilly Conference: College and University Teaching and Learning, Austin, TX. (January 2015).

Simpson, J.L. (Presenter), "Retention Help: Utilizing Peer / AVID Mentor," 19th Annual National Learning Communities Conference, Austin, TX. (November 2014).

Simpson, J. L. (Presenter), "Student / Teacher Communication – Retention Intervention," 14th Annual Lilly Conference on College and University Teaching and Learning, Bethesda, MD. (May 2013).

Simpson, J. L. (Presenter), "Student / Teacher Communication – Retention Intervention," Annual Lilly Conference on College and University Teaching and Learning, Bethesda, MD. (September 2012).

Simpson, J. L. (Presenter), Marquez, A. N. (Presenter), "Student / Teacher Communication – Retention Intervention," National Learning Communities Conference, Indianapolis, IN. (November 2012).

Simpson, J. L. (Presenter), Marquez, A. N. (Presenter), "Student / Teacher Communication – Retention Intervention," The First-Year Experience & Students in Transition, Vancouver, British Columbia. (July 2012).

Simpson, J. L., Sperry, R. A., Marquez, A. N., Kutil, B. L., Riley, M. L., "Active & Collaborative Learning Strategies for Small Classes," Islander Forum, Corpus Christi, TX. (January 2012).

Simpson, J. L. (Presenter), Raley-Kantz, K. (Presenter), "Small Group Debates: Providing an Active Learning Environment in Freshmen Seminar," National Learning Communities Conference, Marietta, Georgia. (November 2009).

Simpson, J. L. (Presenter), "Conducting Family Science Nights: The Benefits and How-To," Conference for the Advancement of Science Teaching, Austin, TX. (November 2007).

Simpson, J. L. (Presenter), "Promoting Geoscience Education with Family Science Night Events," Student Association Research Symposium, Corpus Christi, TX. (November 2008).

Simpson, J. L. (Presenter), "Earth Fun Activities for Families," Advancement of Chicanos and Native Americans in Science, Denver, CO. (September 2005).

References

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