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| **ANGELA OWUSU-ANSAH** | | | |
| aansah@ashesi.edu.gh | | | |
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| **CURRENT POSITION** | | | |
| Provost and Professor, Behavioral and Social Science Research & Statistics, Ashesi University | | | |
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| **EDUCATION** | | | |
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| Doctor of Philosophy, 2001 | | | Higher Education Administration with a |
| University of Southern Mississippi | | | Double minor: 1. Quantitative Research & Statistics |
| Hattiesburg, MS | | | 2. Instructional Technology |
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| Master of Science, 1993  College of New Jersey  (Formerly Trenton State College]  Trenton, NJ (Mallorca, Spain campus) | | | Educational Administration–International/Overseas Education with certification in Teaching English as a Second Language |
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| Bachelor of Arts, 1989 | | | Psychology with a minor in Sociology |
| University of Ghana | | |  |
| Legon, Ghana | | | |
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| **PROFESSIONAL EXPERIENCE** | | | |
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| 2018- | *Provost and Professor, Ashesi University, Berekuso, Ghana* | | |
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|  | I serve as the chief academic officer of the university seeking excellence in teaching that educates graduates capable of designing and building solutions to address Africa’s challenges. I also serve as the chief academic advisor to the President, responsible for planning and implementing academic programs in Computer Science, Business Administration, Engineering and other disciplines that reflect the university’s mission. I strengthen and shape the excellence of Ashesi University, one of Ghana’s finest institutions of higher learning by promoting an environment which will be supportive of student-centered services, a culture of innovation and excellence, and collegiality among faculty and staff. I provide oversight of faculty research and direct development of academic programs for the university. I also oversee the Library, the Writing Center, and Quality Assurance and work with the COO to meet all accreditation and statutory requirements for the University that will be consistent with Ghana’s education laws, policies and regulations. I work with the Director of Human Resources, academic deans and other senior executives and help recruit, retain, and support an outstanding faculty to make positive contributions in teaching; research & innovation; and service. | | |
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| 2018- | *Professor, Doctoral Studies Program, Concordia University, Portland, Oregon* | | |
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|  | I served as Faculty Chair of doctoral dissertation research committees, and taught doctoral program courses in quantitative research methods; creativity, innovation, and inquiry; and I advised on the coordination of assessment and accreditation compliance of the College of Education, emphasis on the doctoral program. | | |
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| 2015-2018 | *Associate Professor, Doctoral Studies Program, Concordia University, Portland, Oregon* | | |
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|  | I participated in doctoral program design and review; coordinated assessment and accreditation compliance of the College of Education, emphasis on the doctoral program; taught doctoral program courses in creativity, innovation, and inquiry; quantitative research methods; higher education curriculum and leadership; dissertation proposal development; and served as Faculty Chair of doctoral dissertation research committees. | | |
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| 2014-2015 | *Associate Dean, Center for Access and Success, Elon University, Elon, NC* | | |
|  | I worked with the Faculty Administrative Fellow, Assistant to the President, Director of the Center for Access & Success & Associate Professor, on transformation initiatives research & development, specifically on projects pertaining to the underserved and underrepresented students associated with Elon University and children in the community. | | |
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| 2011- 2014 | *Associate Dean*, *School of Education, Elon University, Elon, NC* | | |
|  | My role was to work with the Dean of the School of Education on decision-making concerning the unit and to represent the dean and the unit when necessary. It included creating financial models, ensuring cohesiveness between the graduate and undergraduate programs, coordinating academic experiences with the College of Arts and Sciences, serving on the graduate programs council, & serving on the Provost’s Advisory Council. | | |
| 2011-2014 | *Chair of Teacher Education Committee,* Elon University, Elon, NC | | |
|  | I oversaw admission to teacher education, student contracts, if necessary; admission to student teaching; clinical practice – placements and progress (work with Director of Outreach); student teaching; matters that pertain to all teacher education programs (Work with Coordinator of Program Coordinators). | | |
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| 2011-2014 | *Director of Master of Education Programs,* School of Education, Elon University, Elon, NC | | |
|  | My responsibilities included working with Graduate Admissions to recruit and admit students; working with university offices to update Graduate Catalog, M.Ed. website, brochures and other publications; set class schedule and staff the classes, hiring adjuncts as necessary; facilitating the progress of students through the program; overseeing faculty evaluations; communicating with their chairs; overseeing submission and evaluation and posting of Graduate Portfolios; serving as director of the on-campus experiences of students for the graduate internships; developing and documenting progress on program’s 5-year-plan; collecting program evaluation data; writing state and university reports. | | |
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| 2011-2014 | *Coordinator of Unit Assessment and Licensure,* School of Education, Elon University, Elon, NC | | |
|  | I oversaw the development and administration of a new/revised technology-based assessment system; prepared annual reports for national and professional agencies; coordinated accreditation preparation; and oversaw teacher candidate licensure. | | |
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| 2011-2014 | *Associate Professor,* School of Education, Elon University, Elon, NC | | |
|  | I taught educational assessment in the initial program and social science research and statistical analysis in the advanced programs. | | |
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| 2010 - 2011 | *Assistant Dean,* Orlean Bullard Beeson School of Education & Professional Studies, Samford University, Birmingham AL | | |
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|  | I oversaw accreditation, accountability, & assessment. I developed a technology-based assessment system with computer services, which helped the unit monitor its effectiveness. I prepared annual assessment reports for national and professional agencies. I served as the Coordinator of Accreditation Preparation. I promoted faculty scholarship by acquiring funding, release time, and facilitating common research interests among faculty. I initiated and served as editor of an educational journal to promote faculty publishing, and I initiated and coordinated a university-wide cultural responsiveness colloquia series. | | |
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| 2009 - 2013 | *Visiting Associate Professor*, (by invitation) Ghana Institute of Management & Public Administration, associated with Global Business School Network & International Finance Corporation, United Nations  *Graduate School of Business*  I taught Organizational Behavior in the Executive or traditional Master’s Program in Business Administration (MBA), which provides advanced training for middle and top level managers in the private and public sectors and non-governmental organizations. | | |
| 2008 - 2011 | | *Associate Professor*, Samford University, Birmingham, AL  *Graduate Studies Department*  My responsibilities included teaching academic writing, research proposal writing, educational research design, statistics courses; and supervising doctoral student work. The classes taught at Samford include:  EDLD 743: Academic Writing as a Genre (Proposal writing)  EDLD 741: Supervision of Doctoral Candidates’ Dissertation writing  EDLD 733: Field Based Inquiry (Statistics)  EDLD 732: Introduction to Quantitative Inquiry (Research Design)  EDLD 628: Advanced Evaluation in Education  EDLD 520: Educational Leadership Theory | |
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| 2008 - 2012 | | *Consultant*, Analytic Resolutions Consultancy, Birmingham, AL  My role was to assist with grant writing; and to plan, monitor, and assess programs using a variety of assessment models and statistical tools to help institutions attain goals, improve “products”, and evaluate processes. | |
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| 2003 - 2010 | | *Director,* Academic Support Services and Assessment, Samford University  *School of Education*  I designed, developed, and implemented quantitative and qualitative measuring instruments to assess and improve the effectiveness of faculty, student-teachers, educational administrators, alumni, and ultimately the K-12 students impacted directly or indirectly by the School of Education. My responsibilities included annual preparation of reports for national and professional agencies, i.e., US college ranking, accreditation agencies, professional associations, etc. | |
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| 2002 - 2008 | | *Assistant Professor*, Samford University, Birmingham, AL  *Graduate Program Teacher Education*  My responsibilities included creating & maintaining dissertation guidance manuals; teaching graduate and undergraduate courses; developing in scholarship; & providing service to the university and the community. The classes taught at Samford include:  EDLD 741: Supervision of Doctoral Candidates’ Dissertation writing  EDLD 733: Field Based Inquiry (statistical analysis and results write-up)  EDLD 732: Introduction to Quantitative Inquiry (research design)  EDLD 628: Advanced Evaluation in Education  EDLD 520: Educational Leadership  EDUC 407: Cross Cultural Research (London-Study Abroad)  EDUC 313:Educational Tests and Measurements  EDUC 312: Early Childhood Pedagogy of Science | |
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| 2002 | | *Assistant Professor*, University of Southern Mississippi, Hattiesburg, MS  *Department of Educational Leadership and Research*  I taught several sections of a course in Educational Tests and Measurements  REF 469 | |
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| 2001 | | *Instructor*, University of Southern Mississippi, Hattiesburg, MS  *Department of Educational Leadership and Research*  I taught Educational Tests and Measurements REF 469 | |
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| 2001 | | *Computer Lab Supervisor* The University of Southern Mississippi,  Hattiesburg, MS  *Department of Instructional Technology*  I assisted graduate students with instructional technology projects; installed and evaluated educational software; and supervised the lab after regular work hours. | |
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| 2000 - 2001 | | *Research Technical Assistant*, Regional Service Center, The University of Southern Mississippi  My responsibilities included developing instruments for the measurement of educational issues in the local school district of Hattiesburg; implementing the instruments, collecting and interpreting the data, which formed the basis of educational decisions for improvements in the school district. | |
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| 2000 - 2001 | | *Graduate Research Assistant*, The University of Southern Mississippi, Hattiesburg, MS  I assisted in the preparation of instructional materials and research for faculty. And I assisted in the management of the graduate office; communicated with other departments and prospective students; and managed student data. | |
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| 2000 | | *Research Assistant*, Mississippi Leadership Academy for Principals (MLAP*)* Hattiesburg, MS,  My role was to assist in the documentation of the academy’s activities designed for school principals and record data on MLAP academy for an MLAP manual publication. | |
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| 2000- 2001 | | *Distance Learning Technical Assistant,*  *Department of Continuing Education and Distance* *Learning,*  University of Southern Mississippi, Hattiesburg, MS | |
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| 1995 - 2000 | | *Marketing Research Consultant*, Promotion Services Limited, Accra, Ghana  My responsibilities included generating advertisement projects for promoting businesses and/or marketing products for agencies situated in Ghana, such as BMW Cars-Germany, SEAT Cars-Italy, and ELF Petroleum-France | |
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| 1988 - 2000 | | *Teacher*, Lincoln Community School, US Embassy, Accra Ghana  Lincoln Community School is a K-12 school under the auspices of the United States Embassy. It serves the American community and most of the international residents of Ghana.  I taught grades one, five, special education, art and was resource teacher for grades K-10; served in the following capacities \_co-chair of the Steering Committee for Accreditation; teachers’ representative on the School Board; yearbook coordinator; cheerleading coordinator; coordinator for the West Africa annual conference for the *Association of International Schools in Africa* (AISA); and Placement Assessment/Testing Administrator. | |
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| **CERTIFICATION AND TRAINING** | | | |
| *Provost Training*, American Academic Leadership Institute, Seattle, Washington, *July 2018* | | | |
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| *Leadership Training*, Harvard Extension School, Harvard University, Cambridge, MA, *May 2018* | | | |
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| *CAEP Training*, Council for the Accreditation of Educator Preparation (CAEP), a nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). I am trained in the requirements, review processes, and evaluation of higher education institutions seeking CAEP accreditation, Huntsville, Alabama, *July, 2016* | | | |
| Facilitator Certification in *Cultural Detective*, training in the utilization of cultural skills to strengthen relationships and to increase productivity of an institution. The training was under the auspices of The Intercultural Communication Institute conducted at University of California, Berkeley, CA, *2010*  Governance Training*, Board Governance and Development*, Boardwalk Consulting, Atlanta, GA, *August 2007*  Certification, *Grant Writing and Persuasive Communication*, The Grant Institute, Los Angeles, CA  *October,* *2006*  Certification, *National Board Examiner of Educator Preparation Programs* in the United States, National Council for Accreditation of Teacher Education, (NCATE) *July,* *2006*  Certification, *State Examiner of Educator Preparation Programs* in the state of Alabama,  *June,* *2003* Certification, *Teaching English as a Second Language (ESL),* College of New Jersey, Trenton, NJ *August, 1993*  Certification, *Educational Principal and Supervisor*, College of New Jersey, Trenton, NJ  *August, 1992* | | | |
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| **AWARDS** | | | |
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| **Innovation Fellow**, Inaugural Innovation Fellow through the Office of University Innovation, Concordia University, 2016-2017 | | | |
| **Outstanding Scholar Award**, Peer –Voted Orlean Bullard Beeson School of Education & Professional Studies, Samford University, *2011* | | | |
| **Cambridge Who’s Who**, (**honor)** VIP Honoree**,** 2007 to 2014  **Oxford Round Table**, **(honor)** Oxford University (invited membership limited to an interdisciplinary group of 40 scholars), Oxford, United Kingdom, 2006, 2011  **Phi Kappa Phi**, Honor Society, *2001 to date*  **Research Stipend Award**, Committee on Services & Resources for Women, *2001*  **Joseph O’Hara Carson Scholarship** for distinguished academic achievement, *2001*  **Academic Achievement Award**, The University of Southern Mississippi, *2001*  **Outstanding Achievement Award**, The University of Southern Mississippi African American Students’ Association, *2001*  **Graduate Research Assistantship (Scholarship)**, The University of Southern Mississippi, *2000-2001*  **International Schools’ Services Community Services Award** (ISS Award) for local library project, *1996*  **Middle States Association of Schools and Colleges Committee on Institution-Wide Accreditation Award** in recognition of outstanding service to education, *1995*  **Sub-Saharan Scholarship**, College of New Jersey (formerly Trenton State College), *1990-1992*  **School –to-School Award,** Lincoln Community School, *1990*  **Kappa Delta Pi**, International Honor Society, *1990 to present* | | | |
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| **BOOK AUTHORSHIP** | | | |
|  | | | |
| Owusu-Ansah, A., *The Data is Collected…Now what do I do with it: A Primer for Interpreting & Writing Social Science Research Results*, Manuscript in preparation. | | | |
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| **BOOK CHAPTER AUTHORSHIP** | | | |
|  | | | |
| Owusu-Ansah, A. (2012). Using Hofstede’s dimensions and Hollin’s structured dialogue to develop  cultural conduits. In E. J. Francois (Ed.), *Transcultural Blended Learning and Teaching in*  *Postsecondary Education* (pp. 52-74.), Hershey, PA: IGI Global. | | | |
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| **PEER REVIEWED PUBLICATIONS** | | | |
|  | | | |
| Miller Dyce, C., & Owusu-Ansah, A. (2016). Yes, we are still talking about diversity: Diversity  education as a catalyst for transformative, culturally responsive, and reflective teacher  practices. *Journal of Transformative Education, 14(4), 327-354.* | | | |
|  | | | |
| Cuttera, M. J., Hilsmier, A. S., & Owusu-Ansah, A. (2014). Current Practices in Multicultural  Education: Curriculum Reform in the Elementary Classroom *The Educational Collaborative*, | | | |
| *4(2),* 1-15. | | | |
|  | | | |
| Owusu-Ansah, A. (2012). The role of an effective assessment system in attaining accreditation. | | | |
| *International Council on Education for Teaching, 2012 ICET International Yearbook on*  *Teacher Education* | | | |
| Owusu-Ansah, A., Niell, P., & Haralson, M. (2011). Distance education: Higher education barriers  during the first decade of the Twenty-First Century *The Online Journal of Distance* | | | |
| *Learning Administration, 14(2).* | | | |
|  | | | |
| Owusu-Ansah, A., Newton, J. & Niell, P. (2011). Who’s on first in distance education? | | | |
| *The Online Journal of Distance Learning Administration, 14(1)*. | | | |
|  | | | |
| Owusu-Ansah, A., Chew, S., & McDaniel, G. (2007). Quantitative literacy: A means of bridging the  chasm of the two cultures. Forum on Public Policy Online, Winter 2007 edition. | | | |
| <http://www.forumonpublicpolicy.com/archive07> | | | |
|  | | | |
| Owusu-Ansah, A. (2003). Technology-based distance education: Perceptions of instructional faculty  and the implications for facilitating use. *Southern Regional Council of Educational* | | | |
| *Administration. Leaders and Schools: Responding to Educational Reform,* 33-48*.* | | | |
|  | | | |
| Owusu-Ansah, A., & Johnson, J. T. (2003). Time will tell on issues concerning faculty and distance | | | |
| education. *The Online Journal of Distance Learning Administration, 6(4)* | | | |
| **PUBLICATIONS BY INVITATION** | | | |
|  | | | |
| Intercultural Communication Institute invitation to submit a monograph entitled “The immigrant” for the Cultural Detective Series [in preparation] | | | |
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| University of Wisconsin Oshkosh invitation to submit a chapter for book entitled “Transcultural Blended Learning and Teaching in Postsecondary Education” | | | |
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| **PUBLICATIONS IN PREPARATION** | | | |
|  | | | |
| Owusu-Ansah, A., & Ennis, L. S. (prep). No parent left behind. Manuscript in preparation*.* | | | |
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| Owusu-Ansah, A., Holmes, L. S., & McCray, B. (prep). It takes a village: Character education building  in an urban school and its community. Manuscript in preparation*.* | | | |
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| **INSTRUCTIONAL MANUALS PREPARED** | | | |
|  | | | |
| |  | | --- | | Owusu-Ansah, A. (2015). *Quantitative research methods:* *The results section* | | Concordia University | |  | | Owusu-Ansah, A. (2015). *Instructions for SPSS 2016* | | Concordia University | |  | | | | |
| Owusu-Ansah, A. (2013). *A handbook of graduate experiences and policies*. Elon University Printing | | | |
| Department | | | |
|  | | | |
| Owusu-Ansah, A. (2009). *A guide for the dissertation supervision process*. Samford University  Printing Department | | | |
|  | | | |
| Owusu-Ansah, A. (2005). *The results section: Field based inquiry in quantitative research* | | | |
| Samford University Printing Department | | | |
|  | | | |
| Owusu-Ansah, A. (2003, revised 2006, revised 2008). *Doctoral students’ manual for preparing* | | | |
| *dissertations, Orlean Bullard Beeson School of Education and Professional Studies*, Samford | | | |
| University Printing Department | | | |
| **PRESENTATIONS BY INVITATION** | | | |
|  | | | |
| Owusu-Ansah, A. (2017). Recruitment, rigor, and retention through promotion of intercultural | | | |
| Understanding. Board of Trustees Spring Meeting, Concordia University | | | |
|  | | | |
| Owusu-Ansah, A. (2011). *Against All Odds: Women in Power in a Man’s World*. Oxford Round Table,  Oxford University, Oxford, United Kingdom | | | |
|  | | | |
| Owusu-Ansah, A. (2010, November). Cultural Detective: Self Discovery. University-Wide Faculty | | | |
| Development. Samford University, AL | | | |
|  | | | |
| Owusu-Ansah, A., Chew, S., & McDaniel G. (2010, May). Quantitative Literacy: Definition, Projects, & | | | |
| Assessment. University –Wide Faculty Development, Samford University, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2007, July). *Quantitative literacy: A means of bridging the chasm of the two*  *cultures*. Oxford Round Table, Oxford University, UK | | | |
|  | | | |
| Owusu-Ansah, A. (2006, March). *Model Assessment Systems for Effective Teacher Education*  *Programs*. National Council for Accreditation of Teacher Education (NCATE) | | | |
| conference 2006, General Session, Panel Discussion, Chicago, IL | | | |
|  | | | |
| Owusu-Ansah, A. (2005, February). *Building an Assessment System Framework. The* Association of | | | |
| Biblical Higher Education, International conference 2005, Orlando, Florida | | | |
|  | | | |
| Owusu-Ansah, A. (2005, February). *Assessment of Higher Education Programs, Critical Thinking, and* | | | |
| *Information Literacy* The Association of Biblical Higher Education, International conference | | | |
| 2005, Orlando, Florida | | | |
|  | | | |
| Owusu-Ansah, A. (2002, April). *Institutional Support of Technology-Based Distance Education,*  *Faculty Views and Participation*. Committee on Services for Women conference | | | |
| 2002, Hattiesburg, MS | | | |
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| **PRRESENTATIONS** | | | |
|  | | | |
| Owusu-Ansah, A. (2015, October). Learning by Doing, Doing by Learning, Responsive Assessment. | | | |
| Assessment Institute, University of Indiana Purdue UIPUI, Indianapolis, IN | | | |
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| Owusu-Ansah, A. (2014, October). Distinctiveness in Assessing Graduate Learning. Assessment | | | |
| Institute, University of Indiana Purdue UIPUI, Indianapolis, IN | | | |
|  | | | |
| Owusu-Ansah, A. (2014, September). Culturally responsive assessment for teachers of culturally  and linguistically diverse students. Culturally Responsive Evaluation and Assessment, | | | |
| University of Illinois, Chicago, IL | | | |
|  | | | |
| Owusu-Ansah, A. (2014, September). Culturally responsive assessment is NOT linear | | | |
| Culturally Responsive Evaluation and Assessment, University of Illinois, | | | |
| Chicago, IL | | | |
|  | | | |
| Owusu-Ansah, A. (2013, November). Yes, we are still talking about diversity: Diversity | | | |
| *Education as a catalyst for transformational, culturally responsive, and reflective teacher* | | | |
| *practices*. National Association of Multicultural Education, Oakland, CA | | | |
|  | | | |
| Owusu-Ansah, A. (2013, July). *Intercultural Competence*.  North Carolina Teaching Fellows Senior and Junior Conference, Lenoir-Rhyne University, | | | |
| Hickory, NC (submission accepted, but fell ill unable to attend) | | | |
|  | | | |
| Owusu-Ansah, A. (2013, April). *Self-Assessing intercultural competence*. Culturally Responsive | | | |
| Evaluation and Assessment, University of Illinois, Chicago, IL | | | |
|  | | | |
| Owusu-Ansah, A. (2013, February). Intercultural Competence. Intersect Conference, Elon University | | | |
| Elon, NC | | | |
|  | | | |
| Owusu-Ansah, A. (2012, October). Assessing 21st Century skills in teacher education. Assessment | | | |
| Institute, University of Indiana Purdue UIPUI, Indianapolis, IN | | | |
|  | | | |
| Owusu-Ansah, A. (2012, July). *The role of an assessment system in attaining accreditation*.  International Council on Education for Teaching, 56th Annual Conference, Accra, Ghana | | | |
|  | | | |
| Owusu-Ansah, A. (2012, May). *Minority & Majority students’ intercultural competence gaps & tools: In* | | | |
| *their own words.* HBCU General Education Alliance Conference, Raleigh, NC | | | |
|  | | | |
| Owusu-Ansah, A. (2010, March). *Formative Assessment: Item Response Theory*. Samford University | | | |
| Alliance for Leadership Academy, Montgomery, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2009, October). *A conduit for advancing cross-cultural discourse on a diverse*  *campus.* Southern Regional Council of Educational Administration conference, Atlanta, GA | | | |
|  | | | |
| Owusu-Ansah, A. (2009, October). *Getting to the root and fruit: Using root cause analysis and logic* | | | |
| *modeling to lead analytically*. Southern Regional Council of Educational Administration conference, Atlanta, GA | | | |
|  | | | |
| Owusu-Ansah, A. (2009, March). *Interpreting statewide standardized testing*. Samford University | | | |
| Institute’s Leadership Academy, Montgomery, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2009, July). *Analyzing data to improve performance of the school community*. | | | |
| Samford Summer Institute for Teaching Excellence 2009, Birmingham, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2008, June). *Using Other Data to Improve Programs.* Samford Summer Institute of | | | |
| Teaching Excellence 2008, Birmingham, AL | | | |
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| Owusu-Ansah, A. (2008, March). *Exploring Hofstede’s Cultural Dimensions in a University Setting*  *Using Hollins’ Structured Dialogue,* American Educational Research Association (AERA) | | | |
| Annual Conference 2008, New York, NY | | | |
|  | | | |
| Owusu-Ansah, A. (2007, July). *Action Research,* Samford Summer Institute of Teaching Excellence  2007, Birmingham, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2007, July). *No Family Left Behind,* Samford Summer Institute of Teaching | | | |
| Excellence 2007, Birmingham, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2005, November). *Using Standards to Improve Teaching, Learning, and*  *Assessment****.*** Kappa Delta Pi International Honor Society Biennium Convocation 2005,  Orlando, FL | | | |
|  | | | |
| Owusu-Ansah, A. (2005, October). *Strategies for Teaching English Language Learners.* Samford | | | |
| University Homecoming Workshops for Alumni 2005, Birmingham, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2005, April). *Operationalizing, Improving, and Assessing Quantitative Literacy* | | | |
| *in Liberal Arts Colleges.*  Innovations in the Scholarship of Teaching and Learning in | | | |
| the Liberal Arts Conference, Northfield, Minnesota, April, 2005 | | | |
|  | | | |
| Owusu-Ansah, A. (2003, July). *Teaching Early Childhood Science Without Teaching it.* Samford  Summer Institute of Teaching Excellence 2003, Birmingham, AL | | | |
|  | | | |
| Owusu-Ansah, A. (2002, October). *Technology-Based Distance Education: Perceptions of Instructional* | | | |
| *Faculty and the Implications for Educational Administrators.* Southern Regional Council on | | | |
| Educational Administration conference 2002, Kansas City, MO | | | |
| **PROFESSIONAL DEVELOPMENT** | | | |
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| 2016 | American Educational Research Association (AERA) Annual Conference, Washington, DC | | |
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| 2015 | American Educational Research Association (AERA) Annual Conference, Chicago, IL | | |
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| 2013 | American Association of Colleges for Teacher Education, Annual Conference, Orlando, FL | | |
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| 2013 | IUPUI, Indiana University Purdue University, Assessment Institute, Indianapolis, Indiana | | |
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| 2013 | Five-Day Writing Retreat, Elon University, CATL Sponsored, Burlington, NC | | |
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| 2012 | SACSCOC, Southern Association of Colleges & Schools, Annual Conference, Dallas, TX | | |
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| 2012 | Data Quality Campaign - 6 Select model assessment states consortium, Nashville, TN | | |
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| 2012 | American Association of Colleges for Teacher Education, Annual Conference, Chicago, IL | | |
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| 2011 | Assessment Institute, Indiana University-Purdue University Indianapolis, Indiana | | |
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| 2011 | National Council for Accreditation of Teacher Education (NCATE) Annual Conference, MO | | |
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| 2010 | Intercultural Communication Institute, Berkeley , CA | | |
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| 2010 | American Association of Colleges for Teacher Education, Annual Conference. Atlanta, GA | | |
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| 2007 | Training in Board Governance and Development, Boardwalk Consulting, Atlanta, GA | | |
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| 2007 | American Educational Research Association (AERA) Annual Conference, Chicago, IL | | |
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| 2006 | Training in Grant Writing and Persuasive Communication, The Grant Institute, Los Angeles, CA | | |
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| 2006 | Performance - Based Assessment. American Association of Colleges for Teacher Education, OR | | |
|  |  | | |
| 2006 | Training as a Board of Examiner, National Council for Accreditation of Teacher Education, OH | | |
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| 2005 | American Association of Colleges for Teacher Education, Annual Conference. Washington D.C. | | |
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| 2004 | Society for Teaching and Learning in Higher Education. Annual Conference. Ottawa, Canada | | |
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| 2004 | New Teacher Center-Teacher Induction Partnerships, Santa Cruz, CA | | |
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| 2004 | National Council for Accreditation of Teacher Education. Annual Conference. Washington D.C. | | |
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| 2004 | American Association of Colleges for Teacher Education. Annual Conference. Chicago, IL | | |
|  |  | | |
| 2003 | Training as a StateExaminer of Educator Preparation Programs in Alabama, AL | | |
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| **GRANTS** | | | |
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| 2013 | Awarded a Writing Excellence Initiative grant, ($2000), in collaboration with Belle Booker & Kris Zorigian, “Toward Improving the Writing Motivation and Performance of Elon’s Visiting International Teachers and Our Local Elementary School Students” | | |
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| 2013 | Awarded a High Impact Writing Excellence Initiative grant, ($10,000), in collaboration with Rachaele Andrews and Evan Buck, Resident Assistants of the Oaks, \_ “Enhancing Residents’ Writing and Using Writing to Build Community at the Oaks Neighborhood” | | |
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| 2013 | Awarded a summer research grant, SOE, ($1000) for conducting research at a K-5 school, “Quantitative literacy: The neglected R in the three Rs” | | |
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| 2013 | ATACC Award recipient. Funded by Elon Office of Technology. (funded for approx. $800) | | |
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| 2013 | Diversity Infusion Project recipient. “Impact of Graduate Students’ International Studies: Latino and Hispanic Focus, Funded by CATL, Elon University | | |
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| 2010- 2012 | Internal Assessor, AMSTI – Montevallo. Funded by Alabama Department of Education. Funded for $120,000 | | |
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| 2009 | Ethics - Character Education Program in Urban Communities (2007) - Extension. Funded by Alabama Power (funded for $10,000), Birmingham City Schools, AL | | |
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| 2008 - 2011 | Internal Assessor, Teaching American History Grant (2008). Funded by U.S. Department of Education (funded for $970,278), Birmingham City Board of Education, AL | | |
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| 2007 | Ethics - Character Education Program in Urban Communities (2007). Funded by Alabama Power (funded for $50,000), Birmingham City Schools, AL | | |
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| 2006 | Advisor, Institute of Teaching and Student Achievement, Science Teachers Grant (2005). Funded by Association for Continuing Higher Education (funded for $200,000), Samford University, Birmingham, AL | | |
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| 2006 | Samford Faculty Development Grant Recipient (funded for $1000), Samford University, Birmingham, AL | | |
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| 2005 | Assessment Advisor, Alabama Math, Science, & Technology Initiative. Funded by Alabama Department of Education (funded for $1,200,000), University of Montevallo University, Samford University, & Talladega College, AL | | |
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| 2005 | Assessment Advisor, Young Authors’ Conference. Funded by Private Donor (funded for $3,000 each year), Samford Uiversity, Birmingham, AL | | |
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| 2003 | Dean, C.D., Atkinson, B., & Owusu-Ansah, A. (2003) Samford in Mission Vocation and Mission Mini-Grant Recipient (funded for $10,000), Samford University, Birmingham, AL | | |
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| 2002 | Samford Faculty Development Grant Recipient (funded for $500), Samford University, Birmingham, AL | | |
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| **COMPLETED DISSERTATIONS/THESES** | | | |
|  |  | | |
|  | Owusu-Ansah, A. (2003 to 2017). Served in various capacities on 100+ doctoral dissertations; chaired 21; assisted in research design & statistics for 50, Samford University and at Concordia University, chaired 17, assisted with 23 research design & statistics. | | |
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|  | Owusu-Ansah, A. (2002). *Institutional Support of Technology-Based Distance Education, Faculty Views and Participation.* Dissertation Abstracts UMI. | | |
|  |  | | |
|  | Owusu-Ansah, A. (1989). *The Effect of Imagery on the Learning Ability of Five-Year-Old School Children in Ghana*. Thesis, University Press. Accra, Ghana. | | |
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| **INSTRUCTIONAL TECHNOLOGY** | | | |
|  |  | | |
| 2009-  2011 | ONLINE JOURNAL SYSTEM (OJS): Used the OJS to develop an online journal, *The Educational Collaborative*, for the Teacher Education unit, and maintained the journal, Samford University, Birmingham, AL | | |
|  |  | | |
| 2009 | ACCESS – based data system: Developed an *Access*-based database for storing and summarizing assessment data for the newly developed Instructional Leadership master’s Program. The assessment system is menu-based and aligned with state standards, Samford University, Birmingham, AL | | |
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| 2007 | PODCAST recordings: Recorded instruction via podcast, Samford University, Birmingham, AL | | |
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| 2006 | TECHNOLOGY-BASED DISTANCE LEARNING: Developed and taught courses using teleconferencing tools (Skype) & Blackboard in London, UK to teach statistics to graduate students in Birmingham, Alabama, Samford University, Birmingham, AL. | | |
|  |  | | |
| 2003- present | ACCESS – based data system: Co-design with the computer services team of Samford University, an *Access*-based database for storing and summarizing unit assessment data for the Department of Teacher Education. The assessment system is menu-based and aligned with state, SACS (regional), and NCATE (national) standards, Samford University, Birmingham, AL. | | |
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| 2003 –  present | MACROMEDIA (website design): Designed and developed a *Macromedia* based (*Dreamweaver*) website for publishing and sharing the unit’s assessment data, Samford University, Birmingham, AL. | | |
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| 2001-  present | EXCEL & SPSS: Use *Excel* and *SPSS* (statistical package for the social sciences, to analyze assessment data for the purposes of unit accreditation, program improvement, and graduate statistics course instruction, Samford University, Birmingham, AL. | | |
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| **SERVICE TO THE PROFESSION** | | | |
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| 2015- | CAEP Commissioner on the national Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP), Washington DC | | |
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| 2013-2015 | Member of the Advisory Board, “It Takes a Village Project”, Elon University, Elon, NC | | |
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| 2013-2015 | Invited to serve as a member of the Assessment and Accreditation Committee, State Department of Public Instruction, NC | | |
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| 2013-2015 | Teacher-Scholar-in-Residence, Living Learning Communities, Elon University, NC | | |
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| 2009 - 2011 | Editor & Creator, Online Journal, *The Educational Collaborative*, Samford University, Birmingham, AL | | |
|  |  | | |
| 2008 - present | Reviewer, *Allyn Bacon Publishers*, Higher Education Textbooks Division | | |
|  |  | | |
| 2006 - present | Reviewer, *The Educational Forum*, Kappa Delta Pi, international honor society education journal | | |
|  |  | | |
| 2005 -2006 | President, *Alabama Association of Professors of Educational Leadership* | | |
|  |  | | |
| 2005 – present | Reviewer, *Jossey-Wiley Publishers*, Higher Education Textbooks Division | | |
|  |  | | |
| 2004-2005 | Vice President, *Alabama Association of Professors of Educational Leadership* | | |
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| 2004 - 2011 | Board member, *Southeast Regional Vision for Education [SERVE],* Southeastern region educational laboratory, one of ten of the Nationwide Network of Regional Educational Laboratories. As an executive board member for SERVE, my role is to contribute to policy direction, oversee implementation of policy, assist in the development of objectives, goals, and strategies for supporting education research in the southeast & the profession. | | |
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| 2003 - 2004 | Treasurer, *Alabama Association of Professors of Educational Leadership* | | |
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| 2003 - present | Board of Examiner, *National Council for Accreditation of Teacher Education/National and State* | | |
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| **SERVICE TO THE UNIVERSITY** | | | |
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| 2017- | Research Committee, Concordia University, Portland, OR | | |
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| 2017- | Member of the Diversity Advisory Committee, Concordia University, Portland, OR | | |
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| 2017- | Member of the University Curriculum Committee, Concordia University, Portland, OR | | |
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| 2017- | Chair of the College of Education Curriculum Committee, Concordia University, Portland, OR | | |
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| 2015- 2017 | Member of the College of Education Curriculum Committee, Concordia University, Portland, OR | | |
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| 2015- 2016 | Member of the College of Education English Language Learner Focus Committee, Concordia University, Portland, OR | | |
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| 2015- | Member of the College of Education Equity Committee, Concordia University, Portland, OR | | |
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| 2013-2015 | Advisor of the Global Medical Brigade, Elon University, Elon, NC | | |
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| 2011-2015 | Member of the Diversity Portfolio Committee, Elon University, Elon, NC | | |
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| 2011-2015 | Member of the Quality Enhancement Plan group, Elon University, Elon, NC | | |
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| 2010 - 2011 | Faculty Advisor of the Greek sorority Alpha Kappa Alpha (AKA) Samford University, Birmingham, AL | | |
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| 2008 - 2011 | Representative of the Orlean Bullard Beeson School of Education & Professional Studies on the University Assessment Committee, Samford University, Birmingham, AL | | |
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| 2006 -2007 | Chair of the Institutional Review Board of Human Subjects, Samford University, Birmingham, AL | | |
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| 2006 - 2011 | Coordinator of Assessment Systems of the 6 departments (i.e., Teacher Education, Family Studies, Interior Design, Exercise Science & Sports Medicine, Adult Education - Evening Program, and Para Legal) in the Orlean Bullard Beeson School of Education & Professional Studies on the University Assessment Committee, Samford University, Birmingham, AL | | |
|  |  | | |
| 2005 | Contributing member of the “Convening University” Cadre, a university wide 10-member team cadre in search of defining, developing objectives, and assessing Samford University as a convening university, Samford University, Birmingham, AL | | |
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| 2004 -2007 | Member of the Institutional Review Board of Human Subjects, Samford University, Birmingham, AL | | |
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| 2003 - 2011 | Coordinator of the Teacher Education Department accreditation preparation and liaison between the accrediting association and the department, Samford University, Birmingham, AL | | |
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| 2003 - 2008 | Coordinator of the Transformational Learning Abilities Initiative (i.e. abilities in Writing, Oral communication, Information literacy, and Quantitative literacy) for the School of Education TLA teams (i.e., Teacher Education, Family Studies, Interior Design, Exercise Science & Sports Medicine, Adult Education - Evening Program, and Para Legal),Samford University, Birmingham, AL | | |
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| 2003 - 2006 | Member of the university-wide initiative “Transformational Learning Abilities” Quantitative Literacy team, Samford University, Birmingham, AL | | |
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| 2003 - 2011 | Faculty Advisor for the Minority Scholarship Endowment Fund, Samford University, Birmingham, AL | | |
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| **SERVICE TO THE COMMUNITY** | | | |
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| 2017- | Board Member of Black Parent Initiative, Portland, OR | | |
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| 2015- 2016 | Member of the 3 to PHD Initiative College of Education Committee, Concordia University, Portland, OR | | |
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| 2013 | Quantitative Literacy Infusion, Eastlawn Elementary School, After School Program, NC | | |
|  |  | | |
| 2011-2015 | Board Member of the Academic and Intellectually Gifted Council, Alamance-Burlington, NC | | |
|  |  | | |
| 2011 | Grant Writer for Bethel Baptist Church Child Development Center, AL, a child care center for minority single parents. Applied for a Pre-K Excellence Grant ($45,000) | | |
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| 2008 - 2011 | Assessment and Curriculum Advisor for the *Fit for Life* afterschool program for minority urban high school boys, Parker High School, Birmingham, AL | | |
|  |  | | |
| 2008 - 2009 | Developer of assessment tools for the *Center for Urban Missions*, an afterschool and summer program for children in urban communities, Birmingham, AL | | |
|  |  | | |
| 2006 - 2011 | English tutor (conversation) for foreign professionals and university students, Baptist Church of the Covenant, Birmingham, Alabama | | |
|  |  | | |
| 2002 - 2004 | Participant - Birmingham Pledge, a community-wide initiative (study circles) of diverse individuals who seek to address race relations in a constructive way through structured discussions, Birmingham, AL | | |
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| 2000 - 2001 | Tutor of graduate students in research and statistics, University of Southern Mississippi, Hattiesburg, MS | | |
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| 1999 - 2000 | Tutor-Association of Street Children, Accra, Ghana | | |
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| 1990 - 2000 | Fundraiser-Ghana Local Libraries Project, Accra, Ghana | | |
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| **PROFESSIONAL AFFILIATIONS** | | | |
| *Member,* Oxford Round Table, Oxford UK, 2006 to date  *Member,* The American Statistical Association (**ASA**), 2005 to date  Member, Mathematical Association of America (**MAA),** 2005 to 2015  *Member,* Board of Directors, Southeast Regional Vision for Education (**SERVE**), 2004 to 2011  *Member,* Alabama Association of Professors of Educational Leadership (**AAPEL**), 2002 to 2011  *Member*, American Educational Research Association (**AERA**), *2001 to date*  *Member*, Association for the Advancement of Computing in Education (**AACE**), *2001 to 2005*  *Member*, Canadian International Development Association (**CIDA**), *1999 to 2000*  *Member,* Middle States Association of Colleges and Schools(**MSACS**), *1990 to 2000* | | | |
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| **ADDITIONAL LANGUAGES** | | | |
| Speak, read, and write French (moderately) and Akan-Twi (fluently) | | | |
| **RESEARCH INTEREST** | | | |
| Assessment of: quantitative literacy, intercultural competence, and educator preparation programs (higher education) | | | |