Alison A. Carr-Chellman

PROFESSIONAL EXPERIENCE

The University of Dayton, School of Education & Health Sciences 2020-present

Professor, Peter Kuntz Sr. Family Chair in Educational Administration (2026), & Dean (2020-2025, 5 years)

University of Idaho, College of Education, Health, & Human Sciences 2016-2020

Professor & Dean (4 years)

The Pennsylvania State University, College of Education 1994-2016

Assistant Professor, Associate Professor, Professor

Program Chair, Instructional Systems (8 years)

Department Head, Learning & Performance Systems (6 years)

LEADERSHIP EXPERIENCE

Executive & Enterprise-Wide:

- Solutions for online learning
- Increasing enrollment state-wide
- Responses to Artificial Intelligence (AI)
- Program prioritization, strategic planning, cascaded planning, visioning
- 20-years progressive leadership
- Budgeting, RCM, new revenue stream creation
- Strong command of state of higher education brought to bear on initiatives enterprise-wide
- Increasing Health Science market

Community Engagement:

- Demonstrated outreach to hospitals, public and private schools, clinics, community groups
- Service with state departments of education, state level health care advisory committees, state and national accreditors
- Regional United Way Board, Building Black Boy Brilliance and Ohio Healthcare Advisory Group
- Creation of several academic programs to serve workforce needs for teachers, healers, and leaders
- Significant diversification of advisory board

Unit Outcomes:

- Increased external funding for research 28% at Idaho 800%+ at Dayton
- Strategic planning, vision setting program prioritization, justice, equity, diversity, inclusion & belongingness
- Student success (recruitment, retention, graduation and placement rates) with 99%-100% placement in unit
- Strong shared governance to address unit level challenges including budget cuts, resource allocations
- Increased online offerings, enrollments, and income across 3 institutions

Style:

- Innovative with strong entrepreneurial focus
- Transparent
- Shared, inclusive governance, stakeholder-based decision-making
- Highly accessible and collaborative
- Boundary-crosser, interdisciplinary, deep respect for all disciplines
- Builder of formal and informal communities united for action
- Leader-in-service approach

UNIVERSITY OF DAYTON

Dean 2020–2025

Served as Chief Academic Officer and Senior Dean, interdisciplinary School of Education and Health Sciences, University of Dayton with more than 120 faculty/staff, large number of part time adjunct faculty, 2,000 students, 20 accreditors. Under my leadership, the School has regenerated research dollars, engaged shared governance through both Congress and Priorities committees to set strategic goals including budgetary challenges; attained 100% placement rates for programs in health science and teacher education; increased retention 10% in 5 years, advancied equity, inclusion and belonging; expanded community connections in schools and health care; and expanded transparency.

KEY DELIVERABLES

- Increased 19 places in *US News* while dean.
- Stewarded $29M budget through challenging budget times (cuts = 17%+)
- Increased external funding from $42,000 to $3.7M with addition of Mental Health state level workforce training and Brain Health Collaborative
- Led prioritization process for visioning and strategic planning through shared governance
- Championed student success initiatives including
    - New Dean's Ambassador program
    - Increased student diversity
    - Minimum course enrollment thresholds created, implemented, and enforced
    - Increased grading notifications (85%-97%)
    - 100% placement rates for both teacher education and health sciences undergraduates
    - Retention increase, first to second year undergraduate 81%-91%
- Successful student outcomes including match rates, pass rates, graduation and retention
- Shifted from faculty to professional advisors throughout the school (Undergraduate, 2025)
- Staff salary equity recalibration (2021-2023)
- Championed early assurance program for Health Sciences undergraduates interested in Physical Therapy or Physician Assistant graduate enrollment
- Tightened overall instructional efficiencies while maintaining excellent student success metrics
- Increased fundraising and philanthropic participation percentages aimed at experiential learning and health sciences equipment funds (Since 2020 up 40.5% with an additional $1.5M endowment in November, 2024).
- Developed new donor funded Virtual Anatomy Laboratory working with facilities
- Elevated statewide awareness of Catholic School teachers through new Lumen Fidei Award program.
- Renegotiated online provider contract from revenue share to subscription model saving more than $1M
- Diversified Advisory Board, increased philanthropic participation across the Board, moved from 6% to 29% diversity
- Transparent hiring processes increased diversity 5% across faculty and staff
- COVID adaptations and consequent focus on burnout and recovery
- Institutionalized equity and diversity factors in annual evaluations & merit pay
- Established SEHS Facilities Task Force, relocated one remote location for mission and savings
- Centralized SEHS information (IT) services resulting in increased effectiveness and institutional savings

UNIVERSITY OF IDAHO

Dean, College of Education, Health & Human Sciences, 2016 – 2020

Served as Chief Academic Officer and Professor, interdisciplinary School of Education Health & Human Sciences, University of Idaho. During my tenure, I was asked to lead cascading (strategic) planning and program prioritization including a re-work of prioritization processes for the university. Unit included more than 70 faculty and a wider number of adjunct/part time faculty/staff, 1,000 students, and 15 accreditors. We increased enrollment through the "Go On" state-wide program and increased workforce in teacher pipeline to impact statewide teaching mission.

KEY DELIVERABLES

- Revised by-laws and Renamed college
- Managed budget of $21.5M
- Led unit through early COVID including adaptation in service delivery
- Increased diverse hires across unit (4%)
- Guided college through significant budget re-alignment with stakeholder inclusion and increased revenues to offset losses
- Incentivized grant writing, increased external funding 28% (from $11M to $13.5M)
- Created "gear up" funding for associate professors seeking promotion
- Created incentive system for presenting research at high competition scholarly conferences
- Facilitated University wide Tribal Summit
- Chaired University Scientific Misconduct Investigative Board
- Served on State level task force on teacher pipeline
- Engaged significant budgetary work at university level through University Finance and Budget redesign work and Faculty Promotion Compensation committee.
- Served on NWCCU Accreditation Steering Committee
- Led a "20x2" event for intellectual community building

PENNSYLVANIA STATE UNIVERSITY

Chair, Learning & Performance Systems, and Professor, 1994-2016

Served as chief academic officer for the graduate level Learning & Performance Systems with the first two World Campus online degree offerings, doubling online enrollments.

KEY DELIVERABLES

- 9 new faculty searches including 4 diverse hires, 3 additional new faculty lines in the department
- Increased resources for staffing including new enhancement staff position.
- Created transparent budgeting processes
- Significant renovations of facilities funded through LPS surpluses
- Increased shared governance
- Grew budget systems to incentivize innovative practices
- Increased travel budgets for students and faculty over 6-year span
- Established two general education undergraduate offerings increasing departmental enrollments
- Facilitated collaboration across Science Education, LPS, and Educational Psychology in integration of Learning Sciences

EDUCATION

INDIANA UNIVERSITY

Bloomington, Indiana

Doctor of Philosophy, Instructional Systems, Dissertation: Stakeholder Participation in Change

SYRACUSE UNIVERSITY

Syracuse, New York

Master of Science, Instructional Systems
Bachelor of Science, Education

THE OHIO STATE UNIVERSITY

Columbus, Ohio

Elementary Education, transferred

PROFESSIONAL DEVELOPMENT

HARVARD KENNEDY SCHOOL, 2025

 Understanding Gen AI: Foundations, Capabilities, & Implications

COUNCIL OF INDEPENDENT COLLEGES, 2025

 Vocation and College Athletics: Supporting Student-Athletes in Sports & Life

NCFDD VIRTUAL, 2024

Faculty Well-being and Retention

HARVARD KENNEDY SCHOOL, 2023

Strategic Fundraising for Non-Profit Leaders, Cambridge, MA

BOSTON COLLEGE, 2023

Institute for Administrators in Catholic Higher Education, Boston, MA

MACQUIARIE UNIVERSITY, 2021

Certificate in Influencing, Change management & Governance: Leading Transformations, Negotiation Skills, Risk Governance

INNOVATIVE EDUCATORS, 2020

Recruiting and Retaining Faculty & Staff of Color: Challenges, Opportunities & Strategies

CORNELL, 2018-19

Conflict Resolution Certificate: Interpersonal Communications, Diagnosing Workplace Conflict, Problem-Solving Conflict, Leading Challenging Conversations

SELECT AWARDS AND PRESS
Peter Kuntz Sr. Family Chair in Educational Administration 2026
Fulbright Specialists Roster 2025-2028
Book awards for *Trends:* James W. Brown Award, Research & Theory Division Book Award, 2025
Jonassen Award for Outstanding Research 2019
AECT Special Service to Graduate Student Assembly 2019
Outstanding Book Award 2017, 2015 AECT
Distinguished Development Award for work in school transformation, 2014
WNYC: Brian Lehrer Show, guest expert on online learning, 2011
WBUR: Hear and Now with Robin Young, guest expert on gender and digital media learning, 2011

GRANTS & EXTERNAL FUNDING
Upward Bound/TRIO: U.S. DOE: PI 2022-2027 $1,478,690
Upward Bound/TRIO: U.S. DOE: PI 2020-2022 $1,176,574
Learning With Technology; Doceo Center Albertston's Foundation: PI: 2017-2020 $3,047,408
Idaho Building Capacity: State of Idaho, Co-PI: 2017-2020 $2,403,094

SCHOLARLY IMPACT
7 books, 175+ publications, 200+ presentations including international invited, 40+ dissertations supervised.
Google Scholar metrics: Citations = 13,170, h-index = 39, i10-index = 97

PUBLICATIONS

BOOKS:

Reiser, R.A., Carr-Chellman, A.A., Dempsey, J. (Eds.), (2025). *Trends and Issues in Instructional Design and Technology (fifth edition)*. Routledge.

Carr-Chellman, A.A., Rowland, G. (Eds.), (2017). *Classic Dialogues: Exploring the Field of Educational Technology*. Routledge.

Carr-Chellman, A.A. (2016). *Instructional Design for Teachers ID4T: Improving Classroom Practice, 2nd Ed.*. Routledge.

Carr-Chellman, A.A. (2010). *Instructional Design for Teachers ID4T: Improving Classroom Practice*. Routledge.

Reigeluth, C.M. & Carr-Chellman, A.A. (Eds.) (2009). *Instructional-design theory, vol. III: Building a common knowledge base*. Lawrence Erlbaum Associates. Translated into Chinese 2018.

Carr-Chellman, A.A. (2006). *User-Design*. Lawrence Erlbaum Associates.

Carr-Chellman, A. A. (Ed.). (2005). *Global Perspectives on E-learning: Rhetoric and Reality*. Sage Publications.

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2. Zhao, L., Dixon, R., Dousay, T. & Carr-Chellman, A.A. (2023). Exploring faculty perceptions of outsourced professional development for online teaching and learning. *Tech Trends, 68*, 268-280. Available online: https://trebuchet.public.springernature.app/get_content/8a5a1d35-5cea-40a5-850d-7bc582fb26d9?utm_source=rct_congratemailt&utm_medium=email&utm_campaign=nonoa_20231216&utm_content=10.1007/s11528-023-00923-0
3. Bogard, T. & Carr-Chellman, A.A. (2023). Translating Trauma-Responsive Schooling to Instructional Design Practice. *Journal of Applied Instructional Design, 12*(1). https://dx.doi.org/10.51869/121/tbac2
4. Zhao, L. Dousay, T., Dixon, R., & Carr-Chellman, A.A. (2022). Outsourced professional development for online instructors: Recommendations from research. *E-Learn Magazine*. https://elearnmag.acm.org/archive.cfm?aid=3529094
5. Schmidt, S. W., English, L. M., & Carr-Chellman, A. (2022). Conversations with leaders: Sharing perspectives on the impact of and response to COVID-19 and other crises. *New Directions for Adult and Continuing Education, 1-10*. https://doi.org/10.1002/ace.20451

6. Carr-Chellman, A.A., Kitchel, A., & Olive J. (2022). Negentropy: Principles and use in PK-12 schools. *International Journal of Educational Reform, 31* (1). Available online: https://journals.sagepub.com/doi/10.1177/10567879221076078

7. Carr-Chellman, A.A. (2022). Relearnit reexamines online program management (OPM): An interview with Dr. Ronald Wagner. *E-Learn* Magazine. (January). https://elearnmag.acm.org/archive.cfm?aid=3510465

8. MacAvoy, J.P., Freeman, S. Jr., Carr-Chellman, A.A., Kitchell, A. (2021). Perceptions versus reality: First year/early career faculty expectations and experiences through the lens of negentropy. *International Journal of Leadership in Education*. DOI: 10.1080/13603124.2021.1882703

9. Carr-Chellman, A.A. (2021). Too much Trojan technology. *Tech Trends, 64*, 810.811.

10. Carr-Chellman, A. & Russo, C.J. (2020). "Virtual Liabilities: Transforming Crisis Online Learning to Robust Online Learning." School *Business Affairs, Vol. 86, No. 7, 38-40.*

11. Carr-Chellman, D.J., & Carr-Chellman, A.A. (2020). Integrating systems: The history of systems from von Bertalanffy to profound learning. *Tech Trends, 64*, 704-709. https://doi.org/10.1007/s11528-020-00540-1

12. Carr-Chellman, A.A., Freeman, S., & Kitchel, A. (2020). Negentropy: Systems theory and chaos for university leadership and management. *Journal of Higher Education Management, 35* (2), 5-12.

13. Carr-Chellman, A.A., Kitchel, A., & Freeman, S. (2020). Negentropy: Energy creating tools for organizational development. *Tech Trends, 64* (2), 275-179.

14. Gregg, A. Carr-Chellman, A.A. (2020). Asynchronous course discussion experiences from the adult online learners' perspectives A qualitative study. *Online Learning Journal.*

15. Carr-Chellman, A.A., Raney, T., Campbell, D. (2020). Gem state inequalities: Examining the recent history of Idaho public school funding through Kozol's lens. *Journal of Education Finance, 45* (4), 407-426.

16. Carr, A.A., Raney, T., Campbell, D. (2019). Rural funding inequities: The case of Idaho's public schools. *Kappan Online.* Retrieved from: https://www.kappanonline.org/rural-schools-funding-inequity-idaho-public-schools-carr-chellman-campbell-raney/

17. Carr-Chellman, A.A. (2019). Games to learn: An update from 2010. *Issues and Trends in Educational Technology (ITET), 7* (1), 34-44.

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change. *International Journal of Educational Reform, 18* (2), 155-172.

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RECENT PRESENTATIONS[1]

Carr-Chellman, A.A , Reiser, B., & Dempsey J. (2024). Trends, Issues & Research Methods. Association of Educational Communications and Technology, October, 2024, Kansas City, Missouri.

Bogard, T., Kitchell, A., Dousay, T.A., & Carr-Chellman, A.A. (2024) ESyMS: A Tale of Three Electronic Synchronous Multi-Site Systems for flexible online and F2F learning. Association of Educational Communications and Technology, October, 2024, Kansas City, Missouri.

Falk, T., & Carr-Chellman, A.A. (2023). Mary as an Attentive Intellectual. Catholic Intellectual Traditions Symposium. January, 2023, Dayton, Ohio.

Dousay, T., Carr-Chellman, A.A., Dickson-Deane, C., Martin, F., & Veletsianos, G. (2022). Not the future we're looking for: A dialogue on distance learning and technologies. Association of Educational Communications and Technology, October, 2022, Las Vegas, Nevada.

Zhao, L, Dixon, R., Dousay, T. & Carr-Chellman, A.A. (2022). The importance of realistic expectations in faculty professional development. Association of Educational Communications and Technology, October, 2022, Las Vegas, Nevada.

Carr-Chellman, D.J., Carr-Chellman. A.A., Rogers-Shaw, C., Kroth, M., Brion, C. (2022). Profound learning for formative learning design and technology. Association for Educational Communications and Technology, summer research symposium. Bloomington, Indiana.

Carr-Chelman, A.A., Brion, C., Rogers-Shaw, C., Carr-Chellman, D.J., Kroth, M. (2021). Libraries as sites of profound learning. New Jersey Association of School Librarians, Annual Conference. Atlantic City, New Jersey.

Carr-Chellman, A.A., (2021). Systems thinking in education: A reflective dialogue about its merits, feasibility, and promises for the future. Association of Educational Communications and Technology, November, 2021, Chicago, Illinios.

Carr-Chellman, A.A., (2021). Emerging trends and issues of Educational Technology in Korea and the U.S.: Predicting the Future. Association of Educational Communications and Technology, November, 2021, Chicago, Illinois.

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[1] Keynotes and presentations limited to the past 5 years and does not include local level. Ali has been invited to present in China, Norway, Brazil, France, Japan, Qatar, Korea, Saudi Arabia, New Zealand, and all over the US to practitioners, researchers, scholars, dignitaries, and entrepreneurs.

Dousay, T., Kitchel, A. & Carr-Chellman, A.A., (2021). Talk to me, Goose: Evaluating an Electronic Synchronous Multi-Site (E-SyMS) Learning Environment. Association of Educational Communications and Technology. November, 2021, Chicago, Illinois.

Carr-Chellman, A.A., Wiederhold, B., Devienne, B. (2021). The Social Power of Video Games in Schools. Gamers without Borders, Saudi Arabia (virtual) 6/28/21.

Carr-Chellman, A.A. (2021) Gaming can renew learning! Qatar Digital Learning Summit. Qatar (virtual).

Carr-Chellman, A.A. (2021, invited international). Leadership, Innovation and Learning Engineering. International keynote at International Joint Conference on Information, Media and Engineering, Japan (virtual).

Carr-Chellman, A.A. (2020, invited international). Reaching Transdisciplinarity through field reconceptualization: From systems to learning engineering. International keynote at International Conference of Educational Innovation through Technology. December 2020, Beijing, China (virtual).

Dousay, T., Branch, R, & Carr-Chellman, A.A.(2020). Disrupting the dialogue with an old-school debate on learning, design & technology. Association of Educational Communications and Technology. October, 2020, Jacksonville, Florida.

Sockman, B. Carr-Chellman, D.J., Carr-Chellman, A.A. (2020). Meet the authors of the 2020 *Tech Trends* Special Edition on Systems Thinking and Change: Integrating Systems. Association of Educational Communications and Technology. October, 2020, Jacksonville, Florida.

Carr-Chellman, A.A., Kitchel, A., & Freeman, S. Jr. (2020). Negentropy and systems theory for organizational change. Association of Educational Communications and Technology. October, 2020, Jacksonville, Florida.

Childress, M., Martindale, T. & Carr-Chellman, A.A.(2020). The right stuff: AECT Members in higher education administration. Association of Educational Communications and Technology. October, 2020, Jacksonville, Florida.

Dousay, T., Dixon, R., Zhao, L. & Carr-Chellman, A.A.(2020). Frustrations in focus: Improving faculty online instructional practices. Association of Educational Communications and Technology. October, 2020, Jacksonville, Florida.

Carr-Chellman, A.A., Carr-Chellman, D.J. (2020). Global perspectives on e-Learning v. 2. Association of Educational Communications and Technology. October, 2020, Jacksonville, Florida.

Tang, H. , Carr-Chellman, A.A.(2020). Preparation for a cross-cultural IDT career: Policing your negotiation skills. October, 2020, Jacksonville, Florida.

Mao, J. , Carr-Chellman, A.A.(2020). Autoethnography as a research tool for educational technology: A reflective discourse. October, 2020, Jacksonville, Florida.

Carr-Chellman, A.A. (2020). Instructional Design for Teachers: Reflections on a text. Presentation to students in Instructional Design for Effective Learning course at East Stroudsburg University.

CONSULTING (selected projects)

Design Solutions Consulting
Principal and sole proprietor, woman-owned business with a balance of instructional design projects and as many as 5 employees. Focusing on consulting for "wicked" systemic problems in higher education, military, corporate, public/private k-12 schools, non-profits and informal learning settings.

Mokuni Games

Assist with educational design and development of "Reinbear" emotional support game for young children. Reviews, connecting to independent empirical researchers, assist with development of parent tools and gamer training tools.

MUV Interactive, Yemin
Unpaid pilot testing of "bird" technology at Centre Learning Community (CLC) charter school, and Doceo Center (UI) middle level examination of wearable technology for significant change in interactive learning engagement.

James Madison University
Instructional Design, online education, and adult education consulting to alternative certification programs for federally funded Middle Matters grant program.

United States Marine Corps, Quantico
Conducting interpretive qualitative and quantitative data-based needs assessment to determine possible causes and next steps to ensure higher minority promotion levels into officerships throughout the Corps—special focus on Junior ROTC program.

DeSales University
Instructional design for transition from Blackboard to Canvas LMS including faculty and student orientation, work with faculty to revise, creation of several orientation videos to help both faculty and students to use Angel and several other customized instructional solutions for the transition process.

Loughner & Associates
Instructional design on projects for major pharmaceuticals focused on globalization and standardization.

Puerto Rico DDLP
Advisory Board for NSF grant, University of Puerto Rico, Development of a Distance Learning Program for K-12 science and mathematics teachers.

EDITORIAL AND ADVISORY BOARDS (selected)

Association of Educational Communications and Technology, Board president, Member, and Executive Council (2020-present); Foundation Board (2022-2023)

American Educational Research Journal, reviewer (2018-present)

Journal of Research on Technology in Education (JRTE) Editorial board member and reviewer. (2018-present)

Quality Matters, K-12 Strategy Committee. (September, 2017-October, 2023)

Rural Schools Multi-State Initiative, Advisory Board (2017-present)

The National Athletic and Professional Success Academy, Advisory Board. (2016-present)

Council to Establish a White House Commission for Boys and Men (2010-2016).

Boys' Initiative, Advisory Board (2013-2023).

Educational Technology Research and Development, Editorial board member and reviewer. (2008-present)

eLearn Magazine, Editor in Chief. (May 1, 2013 - June 15, 2017), K-12 editorial board (August 2017-present). http://elearnmag.acm.org/. Association of Computing Machinery (ACM).

International Journal of Gaming and Computer-Mediated Simulations, Editorial Board. (March 1, 2011 - December 1, 2015).

School Community Journal, Editorial Board. (February 1, 2000 - February 1, 2015) Reviewer (2015-present).

CREATIVE WORKS (selected)

South by Southwest 2018: Reflections for e-Learn Magazine. Refereed contribution to *e-Learn Magazine*, video taped interviews, reviews, of South by Southwest conference, Austin, TX. Available: https://elearnmag.acm.org/archive.cfm?aid=3204441

TED Talk: Bring Back the Boys: Gaming to Re-engage boys in their own learning. Global January 2011. More than 1,400,000 views. http://www.ted.com/talks/ali_carr_chellman_gaming_to_re_engage_boys_in_learning

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COMMUNITY SERVICE

United Way of Greater Dayton Area, Dayton, Ohio, Board member, Public Policy committee

State of Ohio Healthcare Advisory Group (HCAG), Columbus, Ohio

University of Dayton Chapel of the Immaculate Conception Choir, Dayton Ohio

Cultivating Black Boy Brilliance (CB3) Dayton, Ohio

Gray's Woods Elementary School PTO President, State College, Pennsylvania

Good Shepherd Catholic Church children's choir director, religious education teacher

Oakwood High School, speech judge, Oakwood, Ohio

Boy Scouts of America co-founder BSA troop for girls, Moscow, Idaho

Palouse Pathways, Advisory board member for organization focused on encouraging post-secondary education in Idaho

Centre Learning Community Charter school. President, School Board, State College