

ANDREW T. ARROYO, Ed.D.

Curriculum Vitae

EXECUTIVE SUMMARY

Nearly three decades of experience across multiple sectors in and outside higher education. Lived and worked in distressed communities partnering with historically marginalized (predominantly African American) individuals and families for community revitalization for over a decade.

In higher education, filled entrepreneurial and inaugural leadership positions with strategic and operational responsibilities for new units with academic and non-academic portfolios.

Current interim Senior Vice Provost for Academic Affairs, Associate Vice Provost for Academic Programs and Associate Professor of Educational Leadership at Virginia Commonwealth University (VCU). VCU is a complex R1 and federally-designated minority serving institution (MSI) with ~28,000 students in 240+ academic programs, community-engaged status and an academic medical center. Former inaugural Director for Student Pathways & Academic Formation and tenured Associate Professor at Norfolk State University, a public historically Black college or university (HBCU) serving ~5,000 students.

Portfolios have included high school dual enrollment; student success programs and advising; academic programs (development, productivity, prioritization, review); online program development and delivery; career pathways initiatives; micro credential development; professional licensure disclosures; assessment; policies and regulations; external partnerships; faculty and staff development including learning communities; accreditation (institutional and program); fundraising; institutional research collaboration; special projects for presidents and provosts.

Scholarly focus on higher education. Co-authored and co-edited books include:

- *The African American Student's Guide to STEM Careers* (2016)
- *Effective Leadership at Minority-Serving Institutions* (2017)
- *Black Women College Students: A Guide to Student Success in Higher Education* (2018)
- *Understanding the Work of Student Affairs Professionals at Minority-Serving Institutions* (2022)

Published in *Journal of Diversity in Higher Education*; *American Journal of Education*; *Journal of College Student Development*; *Journal of College Student Retention*; *Journal of Transformative Education*; *Spectrum: Journal on Black Men*; *Journal of Student Affairs Research and Practice*, *Learning Communities Journal*, among others.

Current newsletter: [MSI Futuring](#) (published periodically on LinkedIn)

Secured over \$3,230,000 in grant funding in support of research, student success and career pathways initiatives, plus managed Title III federal grant money as activity director.

PROFESSIONAL EXPERIENCE SUMMARY

Faculty & instructional appointments (higher education only)

- 2022-pres. Graduate Affiliate Faculty, Department of Educational Leadership, Policy and Technology Studies, The University of Alabama
- 2019-pres. Associate Professor of Educational Leadership, Graduate School of Education, Virginia Commonwealth University
- 2014-pres. Affiliate, mentor, and facilitator, Center for Minority-Serving Institutions, University of Pennsylvania (2014-2019); Rutgers University (2019-pres.)
- 2008-2019 Associate Professor (promoted and tenured in 2015), Interdisciplinary Studies, Norfolk State University (note: Interdisciplinary Studies also served the School of Education)
- 2007-2018 Instructor (adjunct), Philosophy, Tidewater Community College
- 2005-2017 Other Instructor appointments (adjunct) (philosophy, religion, education), various institutions (Hampton University, Regent University, Thomas Nelson Community College)

Administrative leadership appointments (higher education only)

Virginia Commonwealth University (Complex, community-engaged urban public research institution with an academic medical center; approx. 30,000 students)

- 2023-pres. Senior Vice Provost for Academic Affairs (interim) and Associate Vice Provost for Academic Programs (promoted from assistant)
- 2020-2023 Assistant Vice Provost for Academic Programs, promoted from interim
- 2019-2020 Director (inaugural), Academic Programs & Policy, Office of the Provost

Norfolk State University (Public historically Black university; minority-serving institution)

- 2017-2019 Director (inaugural), Student Pathways & Academic Formation, Office of the Provost, and Spartan Seminar Chair (inaugural)
- 2016 Director (inaugural), Classroom to Career Pipeline, Office of the Provost with a dotted line to the president
- 2014-2017 Faculty Director (inaugural) and Liaison for learning communities, joint appointment academic affairs and student affairs

HBCU Consortium (www.hbcuconsortium.com)

2016-2019 Co-Founder, Co-Director (Norfolk State, Morgan State, Tennessee State Universities)

Other relevant experience (outside higher education)

- 2005-2015 Entrepreneur (personal trainer, private clientele) (Note: maintained side business as a secondary source of income for first decade as a faculty member)
- 2005 Fitness Director, Bally Total Fitness, Virginia Beach, VA (managed staff of 12 trainers plus exceeded location's training sales goals month over month)
- 2002-2004 Executive Director and Co-Founder, Heart of Compassion Partnerships, Inc., Chesapeake, VA (Organization of ~100 community-based organizations)
- 2001-2002 Property Manager, Lambert's Point LLC, Norfolk, VA (88 homes/apts.)
- 1998-2004 Clergy, Church Without Walls (ecumenical, non-denominational, community-based/focused)
- 1999-2000 Ethics Teacher, 10th grade, Atlantic Shores Christian School
- 1998-1999 Leadership Consultant, Norfolk Public Schools
- 1995-1999 Entrepreneur (Total Mobile Auto Detailing & Paining)

EDUCATION

Academic preparation

Formal educational preparation focused on two areas: (1) Philosophy of religious grammar with special emphasis on Buddhist, Judeo-Christian, and Afrocentric paradigms; (2) higher education with special emphasis on minority-serving institutions (MSIs).

- 2010 Doctor of Education, Higher Education (emphases on pedagogy and organizational leadership), Regent University, Virginia Beach, VA
 - Dissertation: "Toward a Theory of Historically Black College and University (HBCU) Distinctiveness: A Case Study of Norfolk State University." Committee: Louis B. Gallien, Jr.; Michael K. Ponton; Marybeth Gasman
- 2007 Master of Arts, Humanities (emphasis on philosophy), Old Dominion University, Norfolk, VA (21 credits earned toward degree to teach philosophy at the community college level)
- 1998 Master of Arts, Biblical Studies (emphases on Greek and Hebrew translation), Regent University, Virginia Beach, VA

1995 Bachelor of Arts, Philosophy, Old Dominion University, Norfolk, VA (78 credits earned toward degree; entered master's coursework early under SACSCOC Accelerated Scholars and Professionals program)

Research assistantship & fellowship

2007-2010 Selig Doctoral Fellow, School of Education, Regent University (Advisor: Louis B. Gallien, Jr., Ed.D.)
2006-2007 Research Assistant, Humanities Institute, Old Dominion University (Advisor: Jeffrey P. Jones, Ph.D.)

ADMINISTRATIVE & LEADERSHIP CONTRIBUTIONS

(Higher education only; not exhaustive)

Virginia Commonwealth University (VCU)

VCU is a complex urban university with an academic medical center. Serving nearly 30,000 students, VCU is nationally known for being research-intensive and community-engaged.

The highlights below include contributions made while serving in the following roles, which were either inaugural or expanded to build a new unit:

- Senior Vice Provost for Academic Affairs (interim) and Associate Vice Provost for Academic Programs (2023-present)
- Assistant Vice Provost for Academic Programs (2020-2023; promoted from interim; role was expanded to build a new unit focused on academic programs)
- Director for Academic Programs (inaugural) (2019-2020)

Examples of specific contributions to the institution across a number of domains detailed below.

Supervision in academic affairs

Direct oversight responsibility for a team of seven direct reports with portfolios including a range of areas:

- Proposals requiring State Council of Higher Education for Virginia (SCHEV) action (e.g., academic program proposals; organizational change proposals)
- SACSCOC institutional accreditation
- Relevant, experiential and applied learning (REAL)
- Eight-year academic program review
- Academic affairs policy and regulations

- Academic agreements
- Dual degree programs
- Accelerated bachelor's-to-master's degree programs
- High school dual enrollment
- Professional licensure disclosures
- VCU Bulletin (catalog)
- Chairing, co-chairing and liaising to multiple standing committees and work groups
- Special projects

Comprehensive academic planning

- Developed prototypes for a comprehensive academic planning model
 - Thematic areas: prioritization; capacity evaluation; productivity enhancement; program innovation
 - Functional areas: Student learning outcomes assessment (annual); academic program productivity (annual); academic program review (eight year)
- With Senior Vice Provost for Academic Affairs and representatives from academic units, constructed program justifications/plans for 12 programs marked for closure resulting from 5-year productivity review from State Council of Higher Education for Virginia (SCHEV)
- With SCHEV Liaison developed beta version of an original weighted scorecard for prioritizing new degree program proposals
- With SCHEV Liaison and Office of Continuing and Professional Education staff, generated “new and innovative programs” scans and reports for executive leadership

Online academic programs

- Provost-appointment member to Provost’s Online Strategy Taskforce, charged to oversee five workgroups
 - High quality online education
 - Marketable online credentials
 - Student and faculty experience
 - Teaching, learning and innovation
 - Integrity in online examinations
- Leadership team member for Online Academic Programs Project
 - Oversight of Operations Team
 - Delivered first uniform definitions and policy recommendations for online courses and programs at VCU
- Providing leadership to support the process of formerly face-to-face academic programs adding fully online modalities after the COVID 19 pandemic

Policy

- Within first 15 months at VCU, wrote three original handbooks to support strategic and operational integrity and transparency:
 - VCU Academic Affairs Handbook
 - VCU Academic Program Review Handbook
 - VCU Dual Enrollment Handbook
- Maintain all handbooks
- Co-led university implementation of new 2020 federal regulations for professional licensure disclosures along with an original implementation guide and information clearinghouse on provost's website
- Co-led development of informational sessions designed to educate stakeholders on purposes, processes and protocols of the Academic Regulations Committee (ARC) and the Academic Regulations Appeals Committee (ARAC)
- Led or co-led the writing, significant revision and/or implementation of several permanent policies and regulations with universitywide impact:
 - Sale of goods and services
 - Substantive change for regional accreditation
 - Textbook adoptions and sales
 - Honor system and standards of academic conduct
 - Changing the designation of an academic unit from school to college
 - VCU's first permanent pass/fail academic regulation
 - Additional sources of academic credit
 - Degree revocation
 - Syllabus
- With VCU University Counsel, produced guidance for students signing Intellectual Property (IP) waivers and Non-Disclosure Agreements (NDAs) for real world projects
- Provided significant support and co-authoring for key temporary university regulations and practices during COVID-19 pandemic:
 - Temporary COVID-19 pass/fail policy
 - Temporary student absence regulation due to COVID-19
 - Senior Vice Provost for Academic Affairs liaison to three COVID-19 crisis response sub-committees during spring, summer, and fall 2020: academic/instructional continuity; international programs; student services

Academic program review

- Using a shared governance approach, led the full re-development and re-launch of faculty-driven academic program review for 180+ undergraduate and graduate degree programs after a decade-long hiatus
 - Cohort 1 completed self-studies and peer reviews during the COVID-19 pandemic year

- Recruited 27 internal reviewers to substitute for external reviewers during pandemic year
- As of spring 2023, 75+ programs across four of eight cohorts are engaged in a stage of review (i.e., self-study; external review; action plan implementation)
- Formed standing faculty Academic Program Review Committee to ensure ongoing shared governance approach
- Wrote and maintain VCU Academic Program Review Handbook
- Led the creation of new self-study questions template
 - Worked with Director of Assessment, and later the AVP for Assessment and Institutional Effectiveness, to integrate student learning outcomes assessment quality review (AQR) into self-study
 - Developed benchmarking approach for degree program excellence and deliver training to faculty
 - Coordinated with Director for Institutional Effectiveness and Manager for Business Intelligence to create and distribute standard data sheets to units
- Provide academic units with central support and leadership for external reviews/site visits
- Developed system so academic units could partner with university alumni relations to effectively regain and build connections with alumni for input into academic programs

Academic agreements (domestic and international)

- For three VCU campuses, including Qatar, oversee review, processing and tracking of agreements with external partners (e.g., non-standard clinical affiliation agreements; international agreements; dual enrollment agreements; sale of goods and services; dual degree agreements; other)
- Work closely with VCU University Counsel, Controller's Office, Sponsored Programs, and academic units to develop and review agreements
- Led development and revision of new standardized templates
- Led the design and implementation of first universitywide agreements database and tracking system with dashboard
- Approximate volume = 200+ agreements processed annually

Dual and accelerated bachelor's-to-master's programs (Total = ~100)

- Responsible for the initial approval, rigor and integrity of VCU's dual degree and accelerated bachelor's-to-master's degree programs
- Led multi-unit work group to review, revise and create policies and protocols for the successful implementation and maintenance of accelerated bachelor's-to-master's and dual degree programs
 - Result: VCU can track students for the first time
 - Result: Accelerated students are no longer charged graduate tuition for shared coursework

- Result: Multiple cross-unit collaborations have been formed
- Oversaw universitywide development of 20 new accelerated bachelor's-to-master's programs during height of COVID-19 pandemic (summer/fall 2020), plus an additional ~20 programs in 2021 and 2022
- Led the thorough review of all internal dual degree programs, culminating in revisions and detailed degree requirements entered into the curriculum inventory management system for ~ 50 dual degrees and dual degree and certificates
- Led thorough review and revisions of external graduate dual degree programs; responsible for ongoing monitoring for quality and integrity

Microcredentials

- Co-chaired October 2020 workgroup to produce recommendations for the digital badging of credit-bearing courses and to create stackable credentials

Diversity, equity and inclusion

- Served as co-lead author on first draft of Lumina Foundation / SCHEV Equity Institutions grant (funded: \$105k) to improve outcomes for learners of color
- Invited member of inaugural VCU Men of Color Steering Committee (work group assignment: faculty development)

High school dual enrollment

- Provide strategic oversight of dual enrollment for 500+ students
 - Formerly, strategic oversight was provided by the Office of Continuing and Professional Education (OCPE)
 - Operational support remains in OCPE with dotted line to AVP
- Wrote new VCU Dual Enrollment Handbook to support compliance and strategic direction

SACSCOC accreditation

- Wrote standards for institution's fifth-year interim report
- Provided support to SACSCOC Accreditation Liaison and the Director of Institutional Effectiveness on the preparation and review of key standards and the overall report

Other

- Wrote an original how-to guide for developing new interdisciplinary degree programs
- Co-led the development and vetting of new degree program requirement categories for the Undergraduate Bulletin, resulting in consistency and clarity of curricular requirements
- Provided leadership to transition a longstanding non-academic paramedic training program from VCU's School of Medicine to the VCU Health System
- Co-authored key portion of VCU's six-year plan

- Address student concerns rising to the level of Office of the President and/or Office of the Provost, as assigned
- Appointed by Provost to serve on search committee for the Senior Vice Provost for Faculty Affairs

Norfolk State University (NSU)

Founded in 1935 during the Great Depression and because of segregation, NSU is classified as a minority-serving institution, specifically an HBCU (historically Black college or university).

The highlights below include contributions made while serving in the following roles, all of which were inaugural and involved building new units:

- Director, Student Pathways & Academic Formation, Office of Academic Engagement in the Office of the Provost (January 2017-February 2019)
- Chair, Spartan Seminar (mandatory freshman and sophomore courses) (January 2017-February 2019)
- Director, UNCF Classroom to Career Pipeline, Office of the Provost (2015)
- Faculty Director and Liaison, Office of Learning Communities (August 2014-December 2016)

Served as member of Provost's leadership team, and reported to the University President on special career pathway projects. Also served a leadership role in the Division of Student Affairs and Enrollment Management. Designated liaison between academic affairs and student affairs units.

Supervision / Budget

- Supervised a staff team of four, led newly-established unit
- Provided oversight to over 50 compensated faculty from departments across the university
- Managed three budgets, including a private foundation and a federal Title III grant. Identified efficiencies and ensured balanced budgets on separate cycles (calendar and fiscal years)

Chair

- Served as chair,* curriculum developer, and an instructor of record for three required university courses (SEM 101, 102, 201) enrolling 2,000 students in over 50 faculty-taught sections
- Created and embedded an innovative digital civic engagement initiative for 1,000+ freshmen in response to SCHEV's addition of the civic engagement competency
- Led learning communities enrolling over 1,000 freshmen and sophomores
- *Note on chair role: Functioned as a secondary department chair for approximately 50 faculty who taught the required courses; the role required negotiation with primary department chairs to help faculty balance their respective responsibilities

Student complaints/concerns

- Handled academic student complaints rising to level of Office of the President and/or Office of the Provost
- Developed first standardized form for routing complaints
- Worked closely with Associate Deans to resolve complex disputes

UNCF Career Pathways Initiative / Classroom to Career Pipeline

- Appointed by the University President and Provost as institutional lead
- Liaison between academic and student affairs
- Led team of six faculty liaisons, plus larger faculty and staff team to explore feasibility and conduct soft launch of new career pathways for students
- Managed budget
- Implemented, for first time at NSU, the NACE First Destination Survey (2x)
- Coordinated with career services and institutional research for data collection and dissemination
- Developed first university-level bylaws for industry advisory boards
 - With Director for Career Services, worked with all academic deans to hold group training and individual consultations for new and expanded industry advisory boards
- Directly supported restructuring of freshmen and sophomore advising / student success center to focus on meta-major advising for career preparation
- Expanded undergraduate research symposium to include mandatory freshman attendance for early exposure
- With Director for Career Services, expanded NSU Career Fair to include mandatory freshman attendance for early contact with employers

Student learning communities

- Co-developed an original HBCU-based model for student learning communities
- Supervised fulltime Learning Communities Specialist
- Recruited and trained faculty leads, maintained academic quality of learning community experiences and scheduled learning community courses

Compliance and SACSCOC accreditation

- Wrote a key portion of NSU six-year plan
- Contributed to successful delivery of NSU's SACSCOC decennial report, including collecting data, and reviewing and writing standards

Other

- Made significant contributions to university's rebranding initiative
- Co-developed and taught interdisciplinary courses in research methods and food deserts

HBCU Consortium

The HBCU Consortium is a unique partnership of three public HBCUs in three states.

- Co-Founder and Co-Director
- Interacted extensively with University Presidents, Provosts and other senior leaders from the three institutions
- Led three inaugural inter-institutional faculty learning communities (digital technology; active and collaborative learning; entrepreneurial leadership) involving 50+ faculty and staff
- Co-led four onsite, multi-day convenings of key consortium stakeholders including faculty, staff and administrators
- Co-managed budget to allocate limited resources for maximum impact

RESEARCH and SCHOLARSHIP

Research lines, largely centered in minority-serving institutions:

- A) Organizational leadership and administration
- B) Diversity and inclusion (race, class, gender, sexuality), especially related to student success
- C) Theory development and/or testing related to student success

Note: Student co-authors underlined. Includes ^undergraduate, *masters, and **doctoral students at time of project development, publication, and/or stages of writing.

Public scholarship: MSI Futuring (periodic newsletter published on LinkedIn)

Manuscripts submitted for publication:

Arroyo, A.T. (2023). *A new model for “swift futuring:” With a use case of minority-serving institutions (MSIs).*

Arroyo, A.T., & Shropshire, C. (2023). *The revised HBCU-based approach for Black college student success: A 10-year review and update.*

Books and monographs

Palmer, R.T., Maramba, D.C., Allen, T.O., & **Arroyo, A.T.** (Eds.) (2021). *Understanding the work of student affairs professional at minority-serving institutions.* New York: Routledge.
[Research Lines: A, B]

Arroyo, A.T., Maramba, D.C., Allen, T.O., Khalil, D., & Palmer, R.T. (Eds.) (Fall 2019). *Models*

and bridges for supporting students at minority serving institutions. New Directions for Student Services. San Francisco: Jossey-Bass. [Research Lines: A, B]

Commodore, F., **Baker, D., & **Arroyo, A.T. (2018). *Black women college Students: A guide to student success in higher education*. New York: Routledge. [Research Lines: B, C]

Palmer, R.T., Maramba, D.C., **Arroyo, A.T.**, Allen Ozuna, T., & Boykin-Fontaine, T. (Eds.) (2018). *Effective leadership at minority serving institutions: Exploring opportunities and challenges for leadership*. New York: Routledge. [Research Line: A]

Palmer, R.T., **Arroyo, A.T.**, & Flowers, A. (2017). *The African American student's guide to STEM careers*. Santa Barbara, CA: Greenwood Press. [Research Line: B]

Chapters

Ericksen, K., Eason, A., Bazemore, A., & **Arroyo, A.T.** (2021) Mining students' cultural capital wealth: A learning communities approach. In R.T. Palmer, D.C. Maramba, T.O. Allen, & A.T. Arroyo (Eds.), *Understanding the work of student affairs professional at minority-serving institutions*. Routledge. [Research Line: C]

Khalil, D., Allen, T.O., **Arroyo, A.T.**, Palmer, R.T., & Maramba, D.C. (2019). Final thoughts. In A.T. Arroyo, D.C. Maramba, T.O. Allen, D. Khalil, & R.T. Palmer (Eds.), *Models and bridges for supporting students at minority-serving institutions* (pp. 111-114). New Directions for Student Services. San Francisco: Jossey-Bass. [Research Line: B]

Kirby, M.D., Fitzgerald, F.M., Marable, R., Eason, A.L., Nicholson, S., & **Arroyo, A.T.** (2019). Student learning communities: An avenue to academic affairs and student affairs partnerships at historically Black colleges and universities. In A.T. Arroyo, D.C. Maramba, T.O. Allen, D. Khalil, & R.T. Palmer (Eds.), *Models and bridges for supporting students at minority-serving institutions* (pp. 11-21). New Directions for Student Services. San Francisco: Jossey-Bass. [Research Line: B]

Maramba, D.C., Palmer, R.T., **Arroyo, A.T.**, Allen, T.O., & Khalil, D. (2019). Editors' notes. In A.T. Arroyo, D.C. Maramba, T.O. Allen, D. Khalil, & R.T. Palmer (Eds.), *Models and bridges for supporting students at minority-serving institutions* (pp. 5-10). New Directions for Student Services. San Francisco: Jossey-Bass. [Research Line: B]

Gasman, M., & **Arroyo, A.T.** (2019). Black college student success: A landscape. In S.L. Hinton & A.D. Woods (Eds.), *Examining student retention and engagement strategies at historically Black colleges and universities* (pp. 1-15). IGI Global. [Research Line: B]

Arroyo, A.T., & Gasman, M. (2018). Proposing a non-Eurocentric model revision: With special attention to Black students and HBCUs. In M. Frederick, P. Sasso, & J. Maldonado (Eds.), *Towards a relationship-centered approach in higher education: The Dynamic Student Development Meta-Theory (DSDM)*. New York: Peter Lang Publishing. [Research Line: C]

Palmer, R.T., **Arroyo, A.T.**, Maramba, D.C., Allen, T., & Boykin, T.F. (2017). Contextualizing the need, importance, and relevancy of exploring opportunities and challenges of leadership at Minority Serving Institutions. In R.T. Palmer, D.C. Maramba, A.T. Arroyo, T.O. Allen, & T.F. Boykin (Eds.), *Effective leadership at Minority Serving Institutions: Exploring Opportunities and Challenges for Leadership*. New York: Routledge. [Research Line: A]

Arroyo, A.T., Maramba, D.C., Palmer, R.T., Allen, T., & Boykin, T.F. (2017). Setting the stage for change: Emerging knowledge on leadership at MSIs. In R.T. Palmer, D.C. Maramba, A.T. Arroyo, T.O. Allen, & T.F. Boykin (Eds.), *Effective leadership at Minority Serving Institutions: Exploring Opportunities and Challenges for Leadership*. New York: Routledge. [Research Line: A]

Willis, E.M., & **Arroyo, A.T.** (2017). Student affairs administrators: A catalyst for HBCU transformation. In R.T. Palmer, D.C. Maramba, T.O. Allen, A.T. Arroyo, & T.F. Boykin-Fountaine (Eds.) *Effective leadership at Minority Serving Institutions: Exploring opportunities and challenges for leadership*. New York: Routledge. [Research Line: A]

Arroyo, A.T., Ericksen, K.S., Walker, J.M., & Aregano, P.E. (2016). Toward an HBCU-based model of living-learning communities. In C. Prince & R. Ford (Eds.), *Setting a New Agenda for Student Engagement and Retention at Historically Black Colleges and Universities* (pp. 80-95). IGI-Global. [Research Line: C]

****Shorette, C.R.**, & Arroyo, A.T. (2015). A closer examination of White student enrollment at HBCUs. In R.T. Palmer, C.R. Shorette, & M. Gasman (Eds.), *Exploring Diversity at Historically Black Colleges and Universities: Implications for Policy and Practice* (pp. 49-64). *New Directions for Higher Education, 170*. San Francisco: Jossey-Bass. [Research Line: B]

Arroyo, A.T. (2014). White professors at HBCUs: On becoming equal contributors for Black student success. In K.Y. Holmes, E.A.W. Duncan, & T.E. Zinn (Eds.), *Diverse Perspectives in College Teaching* (pp. 1-12). The Society for the Teaching of Psychology (Division II of the American Psychological Association). [Research Line: B]

Hill, B., & **Arroyo, A.T.** (2005). A new breed of leaders: How coaching is transforming the way leaders lead. In J. Umidi (Ed.), *Transformational Coaching* (pp. 111-136). Virginia Beach,

VA: Xulon Press.

Refereed journal articles

Jayakumar, U.M., Adamian, A.S., Grummert, S.E., Schmidt-Temple, C.T., & **Arroyo, A.T.** (2021).

Why are all the white kids sitting together in the cafeteria?: Toward challenging constructions of a persecuted white collective. *Education Sciences, 11*.

****Baker, D., Arroyo, A.T.,** Braxton, J., & Gasman, M. (2021). Expanding the student persistence puzzle: Student persistence and success within the residential historically Black college and university context. *Journal of College Student Retention: Research, Theory, & Practice, 22*(4), 676-698. [Research Line: C]

****Baker, D., Arroyo, A.T.,** Braxton, J., & Gasman, M. (2020). Student persistence at commuter HBCUs: A longitudinal test of a theoretical model. *Journal of College Student Development, 61*(1), 34-50. [Research Line: C]

Palmer, R.T., **Arroyo, A.T.,** & Maramba, D.C. (2018). Exploring the perceptions of HBCU student affairs practitioners toward the racial diversification of Black colleges. *Journal of Diversity in Higher Education, 11*(1), 1-15. [Research Line: A, B]

Arroyo, A.T., Palmer, R.T., Maramba, D.C., & Louis, D.A. (2017). Supporting racially diverse students at HBCUs: A student affairs perspective. *Journal of Student Affairs Research and Practice, 54*(2), 150-162. [Research Line: A, B]

Arroyo, A.T., Palmer, R.T., & Maramba, D.C. (2016). Is it a different world? Providing a holistic understanding of the experiences and perceptions of non-Black students of historically Black colleges and universities. *Journal of College Student Retention: Research, Theory, & Practice, 18*(3), 360-382. [Research Line: B]

Palmer, R.T., Wood, J.L., & **Arroyo, A.T.** (2015). Toward a model of retention and persistence for Black men at historically Black colleges and universities (HBCUs). *Spectrum: A Journal on Black Men, 4*(1), 5-20. [Research Line: C]

Arroyo, A.T., ^{^*}**Kidd, A.R.,** ^{^*}**Burns, S.,** ^{^*}**Cruz, I.J.,** & ^{^*}**Lawrence-Lamb, J.** (2015). From midnight to daylight: How a professor and four undergraduate students experienced an original philosophy of teaching and learning in two online courses. *Journal of Transformative Education, 13*(4), 341-365. [Research Line: B]

Arroyo, A.T., & Gasman, M. (2014). An HBCU-Based Approach for Black College Student Success: With implications for all institutions. *American Journal of Education*, 121(1), 57-85. [Research Line: B]

Arroyo, A.T. (2014). A composite theoretical model showing potential hidden costs of online distance education at HBCUs: With implications for building cost-resistant courses and programs. *Online Journal of Distance Learning Administration*, 17(1).
<http://www.westga.edu/~distance/ojdl/spring171/arroyo171.html> [Research Line: A, C]

Cramer, E., **Arroyo, A.T., & Ford, C.H.** (2012). An account of an inter-institutional faculty learning community on addressing issues of diversity and oppression in the classroom. *Learning Communities Journal*, 4, 5-35. [Research Line: A, B]

Arroyo, A.T. (2010). It's not a colorless classroom: Teaching religion online to Black students using transformative, postmodern pedagogy. *Teaching Theology & Religion*, 13(1), 35-50. [Research Line: B]

Arroyo, A.T. (2009). Orienting public Historically Black Colleges and Universities for the future: Aligning their historic mission with appropriate pedagogical policy. *The Journal of Race and Policy*, 5(1), 67-76. [Research Line: A]

Book Reviews

Palmer, R.T., **Arroyo, A.T., & Gibson, C.** (2016). Exploring issues of diversity within HBCUs [Review of the book *Exploring Issues of Diversity within HBCUs*, by Ted N. Ingram and Colleagues.] *Teachers College Record*. Date Published: May 25, 2016.
<http://www.tcrecord.org/Content.asp?ContentID=19606>

Arroyo, A.T. (2014). What schools teach us about religious life [Review of the book *What Schools Teach Us about Religious Life*, by D. Heischman.]. *Teachers College Record*, Date Published: October 15, 2014. <http://www.tcrecord.org> ID Number: 17719

Other Publications

Arroyo, A.T. (2015, August 20). 4 Things White students should expect at a HBCU. *Noodle.com*. Retrieved from <https://www.noodle.com/articles/4-things-white-students-should-expect-at-a-hbcu>

Arroyo, A.T. (2015, July 17). White students, Black colleges: 6 reasons to attend HBCUs. *Noodle.com*. Retrieved from <https://www.noodle.com/articles/white-at-a-black-college-6-ways-it-can-be-a-great-fit>

Students at the margins and the institutions that serve them: A global perspective (2015). Report by the Penn Graduate School of Education and the Center for Minority Serving Institutions. Report authors: Marybeth Gasman and Andrés Casto Samayoa. Research team: F. Coello, **A.T. Arroyo**, [^]J. Diggs, [^]N. Rodgers, [^]N. Brisson, TH. Nguyen, M. Nettles.

Arroyo, A.T., & Gasman, M. (2014, November 19). Breaking ground: Presenting the first non-Eurocentric, institutional student success framework. *AJE Forum: Forum of the American Journal of Education*. <http://www.ajeforum.com/an-hbcu-based-educational-approach-for-black-college-student-success-by-andrew-arroyo-marybeth-gasman/>

Arroyo, A.T. (2014, July). Consider the source, Part II. An open letter to my White college bound friends. *MSIs Unplugged: The real story of minority serving institutions*. <http://msisunplugged.com/2014/08/01/consider-the-source-part-ii/>

Arroyo, A.T. (2014, March 18). Consider the source: An open letter to my future college going friends. *MSIs Unplugged: The real story of minority serving institutions*. <http://msisunplugged.com/2014/03/18/consider-the-source/>

Arroyo, A.T. (2013, May). Shattering the mirror: A framework for teaching diverse populations online. *American Academy of Religion's Spotlight on Teaching*. http://rsnonline.org/index506a.html?option=com_content&view=article&id=1514:diversity-in-online-education&catid=84:spotlight-on-teaching&Itemid=1675

Arroyo, A.T., & Ford, C.H. (2010). Doing diversity at NSU: A faculty COI explores diversity and oppression in the classroom. *R.E.A.S.O.N. Newsletter*, 2(1).

Arroyo, A.T., et al. (2009). Active and collaborative learning at an HBCU. *R.E.A.S.O.N. Newsletter*, 1(1).

Innovative Scholarship in Digital Humanities

Santo, A., & Colleagues. *Mapping Lambert's Point: Visualizing Cultural History and Geography*. [Description: Multi-faceted project marrying the collection of historical and modern artifacts, oral histories, an original interactive website, and a specially designed phone app. First version of the website is located at www.mappinglambertspoint.org.]

Refereed Conference Presentations

Eason, A., Fitzgerald, F., Nicholson, S., & **Arroyo, A.T.** (2020, March). *Keeping it HIP (High Impact Practice) with learning communities: A partnership between academic affairs and student affairs at an HBCU*. Paper accepted for the 2020 NASPA Annual Conference, Austin, TX.

- Walker, J.M., **Arroyo, A.T.**, & Willis, E.M. (2016, March). *Living-learning communities: Fostering collaboration to promote holistic student success*. Paper presented at the 98th NASPA Annual Conference, Indianapolis, IN.
- Westbrook, T., Guyden, R., Thompson, M., & **Arroyo, A.T.** (2016, March). *The e-quality project: Highlighting matters of race, gender, and international participation in online learning communities*. Panel presentation at the joint ACCESS and Council for Distance Learning Directors in Theological Education Conference, Searcy, AR.
- Orzuna, T., **Arroyo, A.T.**, Hernandez, E., Mutakabbir, Y., & Palmer, R.T. (2015, November). *Beyond Black and white: Racial diversity at HBCUs*. Paper accepted at the Association for the Study of Higher Education Conference, Denver, CO.
- Arroyo, A.T.**, Palmer, R.T., Maramba, D.C., & Louis, D.A. (2015, April). *Exploring what HBCU student affairs divisions are and can be doing to promote diversification and inclusion on HBCU campuses*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Palmer, R.T., **Arroyo, A.T.**, & Maramba, D.C. (2014, November). *Exploring the perceptions of HBCU student affairs professionals toward the diversification of HBCUs*. Paper presented at the Association for the Study of Higher Education Conference, Washington, D.C.
- Arroyo, A.T.**, & Hays, D.G. (2014, April). *Is it a different world? Understanding the experiences of non-Black HBCU graduates*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Arroyo, A.T.**, Miller, K.O., [^]Kidd, A., [^]Lane, V., & [^]Houston, J.J. (2013, November). *We are making progress: Building an interdisciplinary studies program at an HBCU*. Paper presented at the 35th Annual Association for Interdisciplinary Studies Conference, Miami, OH.
- Arroyo, A.T.** (2013, April). *Enhancing equity-minded institutional self-assessment/learning: A precursor to equitable and poverty reducing college student learning and development*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Arroyo, A.T.** (2012, March). *Traditions in transition: Some theoretical considerations for scale-oriented virtual HBCUs*. Poster presented at Faculty Research Symposium, Norfolk State University, Norfolk, VA.

Miller, K.O., Adams, D., **Arroyo, A.T.**, & Montgomery, D. (2010, October). *Ethics and sustainability as part of an HBCU tradition*. Paper presented at the annual AIS Conference, San Diego, CA.

Arroyo, A.T. (2010, October). *Creating and deploying personal teaching philosophy statements to generate transformative engagement in online courses enrolling primarily Black students*. Paper presented at the annual HBCU Faculty Development Network Conference, New Orleans, LA.

Gallien, L.B., Petchauer, E.M, & **Arroyo, A.T.** (2008, March). *Problematizing and strategizing for successful passage of PRAXIS for African American college students at HBCUs*. Paper presented at the American Educational Research Association Annual Meeting, New York City, NY.

Arroyo, A.T. (2008, March). *Fight Club as an (un)likely postmodern spiritual*. Paper presented at regional American Academy of Religion conference, Atlanta, GA.

Selected Other Presentations, Panels, Media, Reports, Expert Interviews

Interview with *Inside Higher Education* (Reporter: Sara Weissman). Topic: Should an HBCU Recruit White Students? June 21, 2022.

<https://www.insidehighered.com/admissions/article/2022/06/21/lincoln-u-missouri-hbcu-debates-recruiting-white-students?v2>

Presenter for 2021 VCU Center for Teaching and Learning Excellence Inclusive Teaching Practices Symposium. Title: *Publishing peer-reviewed research with undergraduates as inclusive, transformative teaching practice*. Virginia Commonwealth University. April 23, 2020.

Interview with *Insight Into Diversity* (reporter: Mariah Stewart). Topic: White students at HBCUs. February 10, 2021. <https://www.insightintodiversity.com/hbcus-are-becoming-more-diverse-but-not-everyone-considers-that-a-good-thing/>

Panelist for *Intersectionality: What is the work of allies?* Vanderbilt University. February 26, 2020.

Facilitator and Senior Faculty Mentor for 2019 Penn *ELEVATE* Conference. Hosted by the University of Pennsylvania Graduate School of Education and the Penn Center for Minority Serving Institutions. University of Pennsylvania. May 28-30, 2019.

Co-Presenter (with M. Qualls & Y. Seabrooks), HBCU Consortium session at 3rd Annual UNCF Career Pathways Initiative and Data Institute Convening. Ft. Lauderdale, FL. July 24, 2018.

Presenter for *10th Annual African American Male Summit*. Virginia Beach Public Schools. Virginia Beach, VA. January 2017.

Newspaper interview with *The Virginian Pilot* (reporter: Roger Chesley). Topic: Remembering the Christmas story of the stolen Black angel. December 23, 2016.

http://pilotonline.com/news/local/columnist/roger-chesley/roger-chesley-remembering-the-christmas-story-of-the-stolen-black/article_54e6a53f-3f4d-55de-a307-950c4926c883.html

Panelist for *Great Public Schools: A Basic Right and Our Responsibility (Examining Race, Class, and Gender)*. Norfolk State University, School of Education. November 17, 2016.

Facilitator and Senior Faculty Mentor for 2nd Annual Penn *ELEVATE* Conference. Hosted by the University of Pennsylvania Graduate School of Education and the Penn Center for Minority Serving Institutions. University of Pennsylvania. June 15-17, 2016.

Faculty Developer. Topic: Using Item Analysis (Reliability and Validity) in Blackboard Assessments. Faculty Development Retreat. Norfolk State University. May 12, 2016.

Facilitator. Topic: Student Learning Outcomes for Outside Classroom Activities. Division of Student Affairs Summer Summit. Norfolk State University. May 17, 2016.

Magazine interview with *Behold: A Magazine with Global Reach* (reporter: Sharon Riddick Hoggard). Topic: Post-racial America: Where race still matters... greatly. Winter 2016.

Senior Fellow presentation for Norfolk State University Honors College Café. Topic: Preparing for Graduate School. Norfolk State University. January 12, 2016.

Newspaper interview with *The Virginian Pilot* (reporter: Joanne Kimberlin). Topic: American Muslims are spreading a message: We are not a threat. December 21, 2015.
http://www.pilotonline.com/news/local/american-muslims-are-spreading-a-message-we-are-not-a/article_82f8a718-7ab4-5510-87bd-8493500a5354.html

Television interview with WVEC News (reporter: Elise Brown). Topic: Mass shootings bring fear into forefront. December 3, 2015.

Panelist for *Environments of success: Supporting MSI students attending PWIs for graduate school*. Penn Center for Minority Serving Institutions. With Marybeth Gasman, Dina C. Maramba, and Levon T. Esters. July 30, 2015. <https://www.youtube.com/watch?v=F2DIX3HAP7s>

Radio interview with *The HBCU Nation Radio* (interviewer: Anthony Ray). Topic: Online education at HBCUs. July 25, 2015.

News magazine interview with Delaware Online: The News Journal (reporter: Saranac Hale Spencer). Topic: *DSU embraces diversity after decades of segregation*. July 25, 2015. <http://www.delawareonline.com/story/news/education/2015/07/24/dsu-embraces-diversity-decades-segregation/30645871/>

Radio interview with *The HBCU Nation Radio* (interviewer: Anthony Ray). Topic: An HBCU-based model of living-learning communities. With Mr. Jonathan M. Walker.

Television interview with WVEC News (reporter: Mike Gooding) for a story on the Confederate flag controversy. June 23, 2015.

Facilitator and Senior Faculty Mentor for Inaugural Penn *ELEVATE* Conference. Conducted three invited sessions. Topics: Balancing Work and Personal Life, Developing a Research Program, and Developing Research Partnerships. Hosted by the Penn Graduate School of Education and the Center for Minority Serving Institutions. University of Pennsylvania. June 17-19, 2015. <https://www.gse.upenn.edu/news/video-penn-center-msis-connects-early-career-faculty>

Radio interview with *The HBCU Nation Radio* (interviewer: Anthony Ray). Topic: The HBCU-based educational approach for Black college student success. With Marybeth Gasman. July 11, 2015. <https://soundcloud.com/thehbcunation/arroyogassman>

Newspaper interview with *Spartan Echo*. Title: *NSU battles back against low enrollment* (reporter: Mahogany Waldon). April 8, 2015. <https://nsuspartanecho.wordpress.com/2015/04/08/nsu-battles-back-against-low-enrollment/>

Faculty Spotlight Presentation for the Annual Undergraduate Research Symposium. Topic: Racial/Ethnic Diversity at HBCUs. Norfolk State University. March 24, 2015.

Magazine interview with *Diverse: Issues in Higher Education* (reporter: Catherine Morris) for a story about faculty diversity at HBCUs. Title: *Minority Report: White Faculty Dealing with the Challenges of Teaching at HBCUs*. Issue: March 26, 2015

Newspaper interview with *The Virginian Pilot* (reporter: Tim Eberly) for a story on the ethics and implications of electing clergy to local city councils and school boards. <http://hamptonroads.com/2014/11/portsmouth-politics-sees-influx-clergy-members>

Faculty Brown Bag Workshop. Title: *Promoting Black college student success*. COLA Research Center Faculty Research Series, Brown Bag Workshop, Norfolk State University, Norfolk, VA. March, 2012.

Faculty Development Conference. Poster: *Toward a theory of HBCU distinctiveness*. Norfolk State University, Norfolk, VA. March, 2010.

Faculty Roundtable. Title: *Doing diversity at Norfolk State University: Gender and sexuality in the classroom*. Norfolk State University, Norfolk, VA. With J. D'Silva, & S. Walker. April, 2010.

Funding

Funding is not inclusive of Title III grant funds secured and managed as an activity director.

- 2020 Lumina Foundation and State Council of Higher Education for Virginia (SCHEV). Equity Institutions grant for Virginia Commonwealth University. Role: Grant narrative author for institutional grant. Funded: \$105k.
- 2017 Lilly Endowment, Inc. and UNCF. Career Pathways Initiative, Implementation Grant for Norfolk State University. Role: PI. Funded: \$1.5m.
- 2017 Lilly Endowment, Inc. and UNCF. HBCU Consortium. Role: co-PI. Funded: \$1.5m.
- 2016 Lilly Endowment, Inc. and UNCF. Career Pathways Initiative, Planning Grant. Role: PI. Funded: \$150k.
- 2013 NSU Office of Faculty Development, Summer Research Support Award. Role: PI. Funded: \$5k.
- 2012 American Educational Research Association. Historically Black Colleges and Universities (HBCUs): Eclectic or Cohesive? A Comparison of Within Group and Between Group Variability in Educational Outcomes. Role: Key Researcher [PI: Kathryn Simms]. Funded: \$17.5k.
- 2010 NSU Office of Institutional Effectiveness and Assessment. Collegiate Learning Assessment Testing for Interdisciplinary Studies Majors at Norfolk State University. Role: PI. Funded: \$7.5k.

OTHER

Selected Committees, Workgroups and Taskforces (* = chair / co-chair)

Note: In capacity of AVP for Academic Programs, I liaise to standing committees and work groups on behalf of the SVP for Academic Affairs

Virginia Commonwealth University

- 2022 *Search committee for AVP for Assessment and Institutional Effectiveness
- 2022 Search committee for Senior Vice Provost for Faculty Affairs
- 2022 *Course Syllabus Policy Workgroup
- 2022 Integrity in Online Exams Workgroup
- 2022 Provost's Online Strategy Taskforce
- 2021-2021 *Academic Program Review Committee
- 2021 Men of Color Steering Committee
- 2021 Online Academic Programs Leadership Team
- 2021-2021 Member, Data Stewards Committee
- 2020 VCU Cares calling campaign (called 100 students over winter break)
- 2020 *Credit-inclusive digital badge workgroup
- 2020-2020 Academic Regulations Committee (non-voting)
- 2020-2020 Compliance advisory committee, Integrity and Compliance Office
- 2020 *Pass-Fail Workgroup
- 2020 COVID-19 academic continuity sub-committee
- 2020 COVID-19 student affairs sub-committee
- 2020 COVID-19 international sub-committee
- 2019 *Dual enrollment workgroup
- 2019 Honor system review committee

Norfolk State University

- 2018-2019 SACSCOC Internal Review and Writing Team, Decennial Review
- 2018-2019 2019-2025 Norfolk State University Strategic Plan: Academic Enterprise Team
- 2018 Good Teaching Creates Good Students Initiative, Office of the President
- 2018 Commonwealth of Virginia Delegation, Complete College America
- 2018 *Media and Communications Specialist Search Committee
- 2018-2019 *Curriculum Re-Design for Spartan Seminar Series (101, 102, 201)
- 2017 *Executive Director for Student Success Center Search Committee
- 2017 Provost's Core Framework Leadership Team
- 2017 Faculty Evaluation Committee
- 2016 *Provost's Task Force on Improving Graduation and Retention Rates
- 2015 *Administrators, Faculty, and Staff Annual Giving Campaign
- 2015 *Faculty Grievance Hearing Panel
- 2015 Learning Communities Coordinator Search Committee
- 2015 University Re-Branding Committee
- 2015-2016 Curriculum Committee (College of Liberal Arts)
- 2014-2016 Honors College Senior Fellow
- 2014-2015 Recruitment Committee (College of Liberal Arts)

2014	Strategic Enrollment Management Strategic Team: Alternative Admissions
2014	Faculty Search Committee
2013	Assessment Committee (College of Liberal Arts)
2012-2016	Judge, Undergraduate Research Symposium
2011-2018	Quality Enhancement Plan Implementation Committee
2011-2012	Research Committee (College of Liberal Arts)
2010-2012	SACSCOC Assessment Advisory Committee, Liberal Arts Representative
2009-2014	Retention Committee (College of Liberal Arts)
2009	Compliance Committee

Faculty Learning Communities

- Chair, Faculty learning community on transformative education across the disciplines, Virginia Commonwealth University (Fall - Spring 2020/21)
- Member, Faculty learning community on relevant, experiential and applied learning, Virginia Commonwealth University (Fall 2019)
- Chair, Faculty Community of Inquiry for Interdisciplinary Writing, Norfolk State University (Summer 2011)
- Co-Chair, Multi-Institutional Faculty Learning Community on Diversity and Oppression (joint partnership between Norfolk State University and Virginia Commonwealth University, Fall 2009-Spring 2010)
- Chair, Faculty Community of Inquiry for Active and Collaborative Learning, Norfolk State University (Spring 2009)

Ad Hoc Peer Reviewer Activities

SAGE Publications, Inc.

Routledge Education / Taylor & Francis

Journal of Negro Education

Urban Education

Review of Educational Research

American Educational Research Journal

Educational Researcher

Teachers College Record

Journal of Black Studies

American Educational Research Association (annual conference)

Association for the Study of Higher Education (annual conference)

Courses developed and taught

(online and in-person) (* = developed original curriculum; ^ supported teacher education)

Graduate

Cross Disciplinary Research Methods (ECTL 500)*^

Multicultural Education (ETSL 540)*^

Also served as TA for several doctoral courses while a doctoral fellow.

Undergraduate Upper-Level

Food Access and Advocacy (team-taught with Social Work and Biology) (INT 399)*

Introduction to Interdisciplinary Studies (INT 308)*^

Fundamentals of Research in Interdisciplinary Studies (INT 360)*^

Contemporary Globalization (INT 412)*^

Critical Thinking (INT 322)

Ideas and Influences (INT 411)*^

Senior Thesis (INT 477)*

Undergraduate Lower-Level

Intro to Philosophy (PHI 101)*

Ethics (PHI 220)*

Social Ethics (PHI 226)*

World Religions (REL 231)*

Worldviews (RELS 107)

University Skills (GENE 101)

Spartan Seminar Series (SEM 101, 102, 201)*