

Kirk Edward Peterson, Ph.D.

ACADEMIC PREPARATION

University of Tennessee, Knoxville

August, 2000

Doctor of Philosophy (Ph.D.)

Major: Psychology of Sport

Minor: Counseling Psychology

Cognate: Psychology

Dissertation: African American youth and sport: A qualitative investigation of the role of sport in life.

May, 2000

Master of Science in Education (MSE)

Major: Mental Health Counseling

May, 1996

Master of Science in Education (MSE)

Major: Sport Psychology

Thesis: The perceived effect of psychological momentum by female competitive swimmers: A phenomenological investigation.

University of Wisconsin-La Crosse

May, 1994

Bachelor of Science (BS)

Major: Psychology

PROFESSIONAL EXPERIENCE

September 22, 2014 – Present

Superintendent

Springfield Christian School, Springfield, Ohio

Springfield Christian School began in the fall of 1976 and was founded for families who wanted a Christ-centered, Bible-based, quality education for their children. In the fall of 1977, Springfield Christian School, an interdenominational campus, was chartered by the Ohio Department of Education as a Pre K-8 program. Springfield Christian School meets or exceeds the minimum academic standards of the State of Ohio. My primary function is to implement and support the mission of Springfield Christian School. I oversee all operations of the school in accordance with Board policies and Board direction. As the Superintendent, I may delegate appropriate powers and duties so that operational decisions can be made at various administrative and faculty levels; I am accountable for the execution of these powers and duties.

Over the past two years, I have successfully reduced the annual operating debt by over \$125,000, reinstated the athletic program, hired a Chaplain to spiritually counsel and guide our faculty, staff, and students; installed approximately \$200,000 of technology throughout the classrooms, as well as built a computer lab; improved and increased the academic rigor and standards; partnered with the Ohio Benefit Bank to aid our parents' search for applicable assistances; retained an on-site counselor to provide therapy for our students and their families; applied for and was awarded a second off-site facility to provide Pre-K education; oversaw and assisted our Pre-K administrator in the Ohio Department of Education Step-Up to Quality program and achieved the rating of 5; implemented the National School Lunch Program, and most recently the Community Eligibility Provision Program (CEP), to provide free breakfast and lunch to all students; and rebranded the institution that included a comprehensive advertising and marketing campaign.

Primary responsibilities of Superintendent:

- Directly supervise the Principal and all business/financial/bookkeeping personnel
- Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, the appropriate use of school facilities, and Board objectives
- Advise the Board on the need for new and/or revised policies and make policy recommendations based on data and input from the Principal, staff, and faculty
- Submit to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions
- Prepare the agenda for Board meetings, handle Board correspondence, and maintain all Board records, contracts, securities and other documents
- Prepare and submit to the Board the school the annual budget; revise this budget or take other related action as the Board designates
- Submit to the Board periodic financial and budgetary reports which identify the school's outstanding obligations
- Seek and identify sources of income and funding. Assist with grant applications, foundations, church and business funding and individual funding resources
- Apprise the Board of contemporary educational practices and related legislative issues
- Maintain adequate records for the school including a system of financial accounts, business and property records, personnel records, school population and scholastic records
- File all reports, requests and appropriations as required by various governing bodies
- Make recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services
- Develop regulations and procedures for the management of school operations and the use and care of school properties
- Serve as a spokesperson in relationships with city, county and state governments, private agencies, and the community

January 1, 2014 – May 13, 2014

President

April 1, 2013 – December 31, 2013

Interim President

Urbana University, Urbana, Ohio

Urbana University is a faith-based, co-educational liberal arts institution that offers undergraduate degrees and graduate degrees at the Master's level. The University, with an enrollment of approximately 1300 students, fosters a learning environment that emphasizes individual attention, excellence in instruction, career-oriented programs, and critical reflection on moral and ethical values.

As the 22nd President of Urbana University, I am proud to have been a part of a rich historic institution specializing in enrolling students, regardless of their abilities or background, and becoming an integral part of their lives through close relationships with faculty, staff, and administrators. The goal was for alumni to leave Urbana University with a degree, along with knowledge, experience and ability to secure a job in their field, to raise healthy families, and to impact each of their communities.

As the Interim President of Urbana University, I transparently engaged the staff, faculty, and the Board of Trustees. I actively and sincerely sought ways to communicate and assure that board members had essential information to fulfill their fiduciary responsibilities. In addition, I hosted numerous meetings where I shared timely and sensitive financial information, perhaps for the first time in years. While not an altogether pleasant experience, I engaged the staff and faculty to implement approximately \$1.5 million in budget reductions.

At the time of my appointment as Interim President, I inherited an insolvent university with dire financial conditions and an extremely poor financial projection. At this time, the greatest concern of the University was the renegotiation of its long-term debt. To this end, the University's CFO and I worked regularly with four local banks and two parent banks, our University legal counsel, the State of Ohio Attorney General's Office, and Champaign County Probate Court. Imperative to renegotiating the debt was rebuilding the integrity of the University by developing personal and professional relationships with each bank through clear, concise, and transparent communication.

As President, I recruited and assembled a remarkably talented Senior Team. Each person tirelessly worked for the betterment of the University, and we enjoyed weekly spirited and collegial debates. Related to the state of the University and improving its standing between Urbana and the professional community, I actively sought to build relationships with local businesses and farmers, as well as local, state, and federally-elected officials. In all, the University continued to face extreme financial concerns; however, the staff and faculty remained steadfast in their support of the Urbana University.

At the request of the Board of Trustees and because of the dire financial concerns, I successfully negotiated the merger of Urbana University with Franklin University. In the time served as interim/president, I raised significant funds to keep the university operational long enough to graduate the class of 2014 and to successfully negotiate the merger of the two institutions. The University's CFO and I analyzed numerous financial reports, including projected cash flow and budget indicators, communicated with the Board of Trustees over the course of the year (often on a monthly basis), consulted with our lending and banking institutions, and led the University through a significant reduction in accounts payable. In the end, the merger saved the 164-year legacy of Urbana University, and the institution retained its discipline-specific and regional accreditation.

Primary leadership responsibilities performed as President, including as interim:

Community Engagement

- Built bonds with neighboring cities and counties
- Established local and regional corporation and organization relationships
- Involved community leaders to launch Campaign to Transform Urbana University
- Engaged University stakeholders and elected officials to offer academic programs at multiple sites

Customized Programs

- Developed Agribusiness as a new academic program for Fall of 2014
- Collaborated with Akzo-Nobel, a Columbus, Ohio, corporation, to offer specialized MBA (approximately 30 students)
- Partnered with American University of Antiqua, School of Medicine to offer an MBA, with a Healthcare emphasis (approximately 100 students)
- Created a RN to BSN academic program for Korean registered nurses who are licensed in New York State
- Established Educational Leadership Seminar for students and administration from Shenyang Normal University in Shenyang, China

Internationalization

- Articulated partnership agreements with multiple Chinese universities
- Established the Office of International Studies
- Hosted senior administrators from dozens of Chinese partner institutions

Board and University Organization

- Assisted in a revised Board of Trustees Code of Regulations, which resulted in Board reorganization
- Established a functional Administrative Team
- Reorganized the Office of the Provost
- Stabilized partnership relationships
- Reorganized Office of Institutional Advancement
- Led University through Strategic Planning to include updated Vision and Mission of University

Fiscal and Enrollment Management

- Refinanced Long-term debt
- Met or exceeded enrollment targets
- Hired new leadership in Enrollment Management
- Appointed new director of Financial Aid
- Managed and controlled discounting/pricing

June, 2010 – May 31, 2013

**Senior Vice President for Academic Affairs/Dean of Faculty
Urbana University, Urbana, Ohio**

As Senior Vice President, my immediate attention involved enhancing (and, in some instances, restoring) faculty morale, sustaining academic integrity relating to all academic programs offered at the University, and developing and maintaining (with faculty participation) academic degree programs of high quality and consistent with available institutional resources.

Thus, within the span of my appointment as the University's chief academic officer, I directed successful exploration and implementation of the online delivery of academic courses and degree programs; reaffirmed institutional regional and discipline-specific accreditation; completed multiple Substantive

Change Requests to the Higher Learning Commission for program development; implemented the National Alliance of Concurrent Enrollment Partnerships (NACEP); revised the University's tenure/promotion procedure, with faculty participation; completed an updated *Faculty Handbook* and *University Catalog*; developed a revised curriculum review process; established an Office of Institutional Effectiveness that involves institutional assessment at all levels; renewed participation of faculty in the institutional budget development process; established the Office of International Studies and visited academic partners throughout China; and structured programmatic attention of faculty recruitment, development, and retention. In cooperation with faculty, I continued to monitor, through administrative oversight, the implementation of academic programming at the University. As the administrative liaison to the Educational Affairs Committee of the University Board of Trustees, I provided updates and recommendations for future academic development and growth at the University.

In efforts to design and deliver courses and programs through multiple delivery systems (online, hybrid, and traditional), the University actively negotiated with partner organizations and third-party service providers. As chief academic officer, I engaged and received counsel from the faculty and staff, as well as other University stakeholders (Board of Trustees), in the design and implementation of multiple delivery systems. Assisting the University President, I was involved in contract negotiation and delivery design. While each partnership is unique, the University, led by the President, determined that partnerships provided the University a tremendous potential to offer courses and degrees that would be unrealized with our current technological limitations. This move placed Urbana University in an upward trajectory to experience significant growth while initiating acceptable best practices. As an implementation strategy following contractual agreement with the different partnerships, I worked exclusively and spoke weekly (sometimes daily) with the CEO or CLO of each partner and provided institutional guidance and leadership. My active participation in the University's effort to implement different strategies for program delivery gave me new insights and valuable experiences in the emerging and expanding area of distance education.

Primary leadership responsibilities performed as Senior Vice President for Academic Affairs:

- Provided leadership for the administration of academic affairs, accountable to the University President
- Led University through the process of inaugural or reaffirmation of state, regional, and national accreditations (HLC, OBR, CCNE, ONB, NACEP, IACBE, NCATE, CAATE)
- Served as Chief Executive of the University in the absence of the President
- Provided leadership for the continuing updating of University's academic governance structure
- Oversaw fiscal management for academic affairs
- Established University institutional effectiveness office
- Implemented University's educational programs with faculty cooperation and involvement
- Informed Board of Trustees on matters of educational programming
- Served as administrative liaison to the Educational Affairs Committee of the Board of Trustees
- Oversaw the continual development of the University Catalog
- Facilitated the continuing updating of Faculty Handbook
- Provided leadership strategies for updating the promotion and tenure process
- Consulted with faculty on developing an annual budget for academic programming
- Led the transformational change of the academic climate of the University
- Monitored the activities of the University Curriculum Committee
- Oversaw the University Awards Assembly and Commencement Ceremonies
- Appointed and maintained a quality faculty; monitored faculty recruitment
- Coordinated the agenda for the Faculty/Staff orientation activities
- Provided leadership strategies to enable the University to achieve the highest standards in graduate and undergraduate studies
- Served as an advocate and spokesperson for faculty interest

August, 2004 – June, 2010
Chowan University, Murfreesboro, North Carolina

Chowan University is a Christian educational institution founded in 1848 by Baptist families and named Chowan – which means “people of the south” – to honor the Native American Algonquin Chowanook tribe. For over 160 years, Chowan has enjoyed a long and distinguished tradition of faith and education in Northeastern North Carolina.

Nestled in the small historic town of Murfreesboro in northeastern North Carolina, Chowan University offers over 63 academic programs, with a Student/Faculty Ratio of 16:1, and an average class size of 15. Many of the students are first generation in their families to attend college.

Chowan enrolls approximately 1,300 undergraduates of diverse backgrounds from across the United States and around the world. The School of Graduate Studies, recently established, gives graduate students a convenient and reputable institution from which to earn a Master's degree. Currently, Chowan offers the Master of Education (M.Ed.) degree.

Chowan University enrolls students in the Adult Degree Completion Program at Halifax Community College in Weldon, North Carolina, at the main campus in Murfreesboro, and online.

My tenure at Chowan University included several different administrative appointments. The appointments were progressive and provided a broad overview of the comprehensive aspect of academic administration and governance. My appointments included department chair, founding school dean, graduate dean, and, ultimately, associate provost. As a function of my administrative responsibilities, I provided leadership for establishing the School of Education and the School of Graduate Studies and guided the School of Education through a successful accreditation process, resulting in the accreditation of the University's Teacher Education Programs by the National Council for the Accreditation of Teacher Education (NCATE). As Associate Provost, I provided leadership for the successful institutional reaccreditation by the Southern Association of Colleges and Schools (SACS). In performing my duties as Graduate Dean, I directed the development of a Substantive Change Report to SACS that resulted in the University's receiving approval to offer its first graduate program, the master's degree in education. The progressive administrative appointments I held at Chowan are described below:

June, 2009 – June, 2010:
Associate Provost and Founding Dean, School of Graduate Studies
June, 2007 – May, 2009
Associate Provost

Primary leadership responsibilities performed as Associate Provost and Dean, School of Graduate Studies:

- Coordinated graduate instruction and curriculum
- Monitored and provided oversight on issues of accreditation, academic policies, and program review and assessment
- Oversaw the Substantive Change and Advanced Degree Level Change applications submitted to the Southern Association of Colleges and Schools (SACS)
- Led Graduate School Committee (The charge of the committee: to develop a graduate program in education and to complete the SACS application and submit necessary documents in support of advancing the University from Level II to Level III)
- Oversaw curriculum development and review
- Administered and implemented new faculty orientation and the new faculty mentor program
- Assisted Chairs/Deans in developing class schedules

- Participated in the hiring process for all faculty
- Oversaw freshman/sophomore Perspectives Program (orientation program designed to enrich students' intellectual, cultural and spiritual development)
- Chaired the Academic Council and presided at faculty meetings in the absence of the Provost
- Led the Academic Council; met regularly with the Provost and discussed and planned the academic vision for the University
- Taught classes as assigned or approved by the Provost
- Facilitated and fostered research by graduate faculty
- Provided leadership to enable the University to achieve the highest possible standards in graduate studies
- Served as an advocate and spokesperson for graduate studies at the University
- Supervised the graduate programs
- Chaired the Graduate Council
- Implemented actions of the Graduate Council
- Cooperated with the Registrar in maintaining a system of academic records for graduate students
- Cooperated with various departments and offices for the recruitment of graduate students
- Assisted graduate students in matters relating to their general welfare
- Assisted departments and school in the development of graduate programs
- Recommended policies, procedures, and requirements to the Graduate Council
- Served on the Promotion and Tenure Committee
- Represented provost on issues relating to accreditation, academic policies, program review and assessment, and community service
- Led the Member, Leadership Team for the Southern Association of Colleges and Schools (SACS; 2008 on-site review)
- Co-Chaired, Compliance Team Chowan University, Southern Association of Colleges and Schools (SACS; 2008 on-site review)
- Assisted Chairs/Deans regarding their academic responsibilities
- Provided administrative oversight for curriculum development and review

January, 2006 – June, 2007

Founding Dean, School of Education

Primary leadership responsibilities performed as Dean of the School of Education

- Provided leadership for program development, national accreditation and state approval reviews by National Council for the Accreditation of Teacher Education (NCATE) and North Carolina Department of Public Instruction (NCDPI)
- Provided academic leadership and management for three academic departments: Elementary Education, Psychology, and Sport Studies and Physical Education
- Oversaw monitoring of curriculum changes within the School
- Coordinated national search for the Chair position in the Department of Psychology
- Implemented evaluation and professional development of departmental faculty and staff
- Coordinated compliance of faculty workload policies
- Maintained effective leadership at the School level in carrying out the mission of the University
- Participated as member of the University's Academic Council
- Conducted personnel actions including tenure, promotion, and annual evaluation
- Coordinated University and School efforts associated with program development that contributed to immediate and long-term improvement of the School

August, 2004 – August, 2007
Assistant Dean for Academic Affairs

Primary leadership responsibilities performed as Assistant Dean for Academic Affairs

- Served on the Leadership Team for SACS Certification
- Served as chair of the Compliance Certificate Team
- Coordinated Academic Orientation for incoming freshmen and readmitted students during the summer of 2005
- Assisted in the development of an orientation database to track the matriculation of incoming students
- Facilitated the development of “Perspectives,” which is a cultural, intellectual and spiritual enrichment program that began in the Fall 2006 semester
- Represented Chowan University at SACS-COC Annual Meetings

August, 2004 – June, 2008
Associate Professor and Chair, Department of Sport Studies and Physical Education

Primary leadership responsibilities performed as Department Chair:

- Organized, coordinated, developed, and promoted the programs of SSPE
- Conducted at least one departmental meeting each month
- Instructed courses in the SSPE Department
- Composed a section of the NCATE report
- Co-authored the NC-Department of Public Instruction (DPI) report
- Supervised the largest department on campus while serving approximately 155 majors
- Oversaw fiscal management regarding physical activity equipment, classroom videos and supplies, textbooks, and professional development for faculty
- Implemented course development and sequencing
- Facilitated widespread academic changes for Sport Management, Exercise Science and Teacher Education
- Supervised and evaluated Department’s full-time faculty and as many as 12 adjunct faculty
- Implemented annual evaluation of SSPE programs of study and composition of a report to include the degree to which departmental objectives and purposes were achieved
- Evaluated instruction for each professor and adjunct in Department
- Conducted national searches for a pedagogist and exercise science faculty member
- Provided leadership in recruiting and retaining capable faculty, including adjuncts
- Provided recommendations on faculty tenure, promotion, reappointment
- Promoted faculty professional development and enrichment
- Supported faculty in their service to the University and the community
- Coordinated the academic advisement process and monitored the process to ensure proper response to supporting student goals and aspirations
- Encouraged student clubs and organizations that fostered academic achievement and professional development
- Developed and assured compliance with procedures for resolving student complaints about faculty, courses and/or programs
- Demonstrated a commitment to excellence in teaching

June, 2001 – July, 2004

**Gardner-Webb University
Boiling Springs, North Carolina**

Gardner-Webb University is a private Christian, Baptist-related University, which provides outstanding undergraduate and graduate education and is grounded in the liberal arts.

Gardner-Webb enrolls over 4,300 students (63% female, 37% male from 37 states and 21 foreign countries) including the day program, graduate studies, and the GOAL program (Greater Opportunities for Adult Learners). The Institution includes 147 full-time, 79% with Ph.D. or equivalent. Faculty to student ration is 1:13. Average Class Size is 25.

Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life.

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Gardner-Webb is a thriving regional university with growing master's and doctoral programs.

Historically, the University has played significant roles in teacher education and ministerial preparation for church-related vocations. Programs of instruction and experiences designed to prepare teachers and ministers continue to be major objectives of the University.

August, 2001 – July, 2004

Assistant Professor, Department of Physical Education, Wellness and Sports Studies

Professional involvement as Assistant Professor:

- Instructed courses in the day school, GOAL -adult/evening program, and Graduate School
- Accepted responsibility for the organization and instruction for the following courses: Sport and Exercise Psychology; Organization and Administration of Physical Education and Athletics; Motor Learning /Motor Control/Motor Development; Test and Measurements; Water Safety Instructor; Community Research; Dimensions of Personal Health; Issues in Drug/Alcohol Education; Freshmen Experience; and graduate courses in Psychology of Sport and Social Issue in Sport.

In addition to my teaching responsibilities at Gardner-Webb, I served in other academic capacities, including active committee assignments.

August, 2001 – May, 2004

Volunteer Counselor

- Provided Mental Health Counseling to students of Gardner-Webb University
- Assisted with intake consultations and reported to the director with various clinical concerns
- Completed approximately 1500 hours toward Licensed Professional Counselor (LPC)

August, 2001 – May, 2004

Volunteer/Paid Sport Psychology Consultant

- Provided Sport Psychology consultation to student-athletes and coaches from various athletic teams
- Provided sport psychology services to athletic teams
- Accepted responsibility for making necessary referrals for additional clinical and/or medical services
- Served as an advisor for athletic coaches related to psychological/programmatic structure

January, 2002 – May, 2004

Volunteer for Student Judicial Board

- Nominated by students for leadership, character, and integrity
- Assisted Office of Residence Life in hearing cases of student misconduct

January, 2002

Member of the Books Committee

- Served in an advisory role for the Freshman Book Project, the “100 Books,” and the Great Books Certificate Program

May, 2002 – May, 2003

Volunteer for the Freshman/Faculty Discussion Group

- Served as a discussion leader for incoming students regarding the book *Tuesday's with Morrie* and *Traveling Mercies*

August, 2003 – May, 2004

Volunteer Member of the Retention Task Force

- Served in advisory role for implementing programs to retain students at Gardner-Webb University

August, 2003 – May, 2004

Volunteer Member Americans with Disabilities Task Force

- Served in an advisory role for reviewing and implementing programs to better equip Gardner-Webb University for students and visitors with special needs

August, 2000 – August, 2001

**St. Joseph School
Knoxville, Tennessee**

Physical Education Teacher and Athletic Director

- Instructed K-8 physical education classes
- Evaluated 275 students weekly regarding catholic diocesan curriculum
- Designed daily lesson plans regarding rules, skill development, and assessment
- Coordinated team teaching efforts concerning research and position papers
- Implemented a safety plan for crisis and emergency situations
- Served on committee to implement safety plan as per a requirement of the Southern Accreditation of Colleges and Schools
- Served as athletic director and coordinated eight junior varsity and varsity athletic teams.

- Implemented athletic vision for coaches, athletes, and parents
- Developed and facilitated new athletic teams for Spring 2001
- Directed the KISL Middle School Soccer League consisting of 12 teams

October, 2000 – August, 2001

Associated Catholic Charities of East Tennessee

Mental Health Counselor

- Provided 15 hours of weekly mental health counseling services to the parishes of Sacred Heart and Catholic High School
- Assisted in ongoing mental health care for adolescents, adults, and families on a sliding fee scale
- Reported to and assisted a Licensed Professional Counselor regarding continued care and appropriate referrals

August, 1995 – May, 2000

Graduate Student

The University of Tennessee, Knoxville

As a graduate student, I was afforded the opportunity to experience a variety of professional opportunities at the entry level. Significantly, the experiences allowed me to interact with individuals and groups that represented a cross-section of the age, cultural, and racial demographics of our society.

Fall Semester, 2000

Volunteer Co-Instructor, Counseling Education and Counseling Psychology Department-

- Assisted in weekly instruction, including the presentation of theory and application as it related to mental health counseling and ethical issues
- Assisted in evaluation of each student

August, 1998 – May, 2000

Graduate Assistant, Informal Recreation

- Supervised and provided para-professional support for the RecSports Department.
- Assisted in daily operations of three fitness facilities and a staff of 40 student employees
- Maintained federal work-study time sheets for employees receiving governmental aid

November, 1997 – August, 1999

Coordinator, Summer Conferences

- Coordinated and supervised the progress and development of summer conferences as detailed by the UT Conference Center and as specified by individual groups
- Accepted responsibility for budgetary and sound fiscal management for personnel, equipment and facility rental
- Generated up to \$90,000 for RecSports through facility rental and staffing fees

August, 1995 – August, 1998

Weekend Supervisor for Recreation/Sports Facility

- Supervised and provided para-professional support for the RecSports Department, which included being responsible for the opening, facilitation, supervision, and closing of weekend facilities including Stokely Athletic Center, Student Aquatic Center, Alumni Gymnasium, and HPER Gymnasium

May, 1996 – December, 1997

Instructor, Physical Activities Department

- Coordinated and supervised twenty undergraduate students in classroom instruction and skill acquisition
- Evaluated each student pertaining to the course objectives and departmental standards

June, 1996 – August, 1996

Aquatics Consultant

- Ensured compliance of state health code regulations of The University of Tennessee Rental Property Pools

November, 1995 – June, 1996

Aquatics Coordinator, Interim

- Coordinated and facilitated pool operations for the Office of Recreation, including two Olympic – sized pools
- Accepted responsibility for the maintenance and cleanliness, including pool chemistry and pool equipment, risk management, training, staffing, and supervising pool staff.
- Accepted responsibility for a budget of \$160,662.00
- Coordinated five high school swimming programs, The University of Tennessee Women's and Men's Varsity Swimming teams, and the Pilot Swimming Organization with pool space and opportunities for workouts. Worked individually and directly with each head coach to ensure adequate time and space were made available
- Trained and certified a guard staff consisting of thirty plus student employees
- Involved with the coordination and security briefings of the United States Olympic Swimming Team regarding practice sessions held at the Student Aquatic Center

June, 1998 – August, 1999

**Williams-Henson School for Boys
Knoxville, Tennessee**

Weekend Relief Staff and Internship in Counseling Psychology – (1000 hrs. /360 contact)

- Provided weekend support for ten teenage boys, including evaluating program success and overseeing and assisting in required daily tasks
- Initiated a counseling service to the community at large
- Coordinated and conducted individual and group counseling sessions with ten adolescent state-remanded boys
- Completed all daily paper work related to counseling sessions to determine promotion into the next level of program
- Secured donations related to an annual golf tournament as a means of financial support

February, 1998 – May, 1998

Practicum in Counseling Psychology – (100 hrs. /25 contact)

February, 1998 – May, 1998

**Webb School of Knoxville
Knoxville, Tennessee**

Volunteer Counselor and Sport Psychology Consultant

- Provided on-site counseling for high school students
- Accepted responsibility for “lunch-time” discussion groups on a variety of subjects, including eating disorders and pressures of adolescence
- Provided sport psychology services to students and athletic teams

October, 1996 – September, 1999

Head Swimming Coach-

- Facilitated and supervised all daily operations concerning Webb School of Knoxville Swimming. Directly responsible for fifty or more swimmers for both practice sessions and swimming meets
- Coordinated and facilitated the structuring of all facets of said activity including the advising and purchasing of all necessary equipment
- Implemented activities including team dinners and other volunteer help, including parental involvement
- Led team to two consecutive KISL City Championships, breaking the KISL City Championship team consecutive title record
- Led team to three top-10 finishes in the Tennessee High School State Championships.
- Coordinated fiscal management

September, 1996 – December, 1996

**Lenoir, Tennessee, City Public School
Lenoir, Tennessee**

Volunteer Counselor

- Provided on-site counseling for high school students

May, 1996 – August, 2001

**Cherokee Country Club
Knoxville, Tennessee**

Head Swimming Coach

- Oversaw daily practices and weekly meets for 70 plus children
- Led team to first Division Championship in over 25 years

PROFESSIONAL ORGANIZATION AND SERVICE:

Throughout my career, I have maintained active participation in professional organizations. My participation facilitates my engagement in the dialogue on professional issues and establishes my involvement in the national network of colleagues. Attendance at national conferences enhances my efforts to stay abreast of professional issues and emerging practices. The listing of the professional organizations in which I have participated, including the years I attended national conferences, is provided.

Association for the Advancement of Applied Sport Psychology (1996-2000)
American Alliance for Health, Physical Education, Recreation, and Dance (1998-2010)
National Annual Conferences Attended: 2004, 2005, 2006, 2008, 2009
Commission on Colleges (Southern Association of Colleges and Schools) Annual Conference
Attended: 2004, 2005, 2006, 2007, 2008
Higher Learning Commission (North Central Association of Colleges and Schools) Annual
Conferences Attended: 2010, 2011, 2012

PUBLICATIONS

- Peterson, K.E. (2002). African-American youth and sport: A Qualitative investigation of the role of sport in life. Microform Publications, (Microform Publications, University of Oregon, 2002).
- Page, S.J., O'Connor, E., & Peterson, K.E. (2001). Leaving the disability ghetto: A qualitative study of the achievement motivation of paralympians. *The Journal of Sport and Social Issues*, 25(1), 40-55.
- Peterson, K.E. (October, 1996). Perceived effects of psychological momentum within female competitive swimming (abstract). 1996 AAASP Abstracts. *Journal of Applied Sport Psychology*.
- Peterson, K.E. (1996). Perceptions of psychological momentum by female competitive swimmers: A phenomenological investigation. Microform publications, (Microform Publications, University of Oregon, 1996. 1 microfiche: negative. "UO 96 334")

PAPERS PRESENTED/INVITED LECTURES

- Peterson, K.E. (2006, April). How physical education changes during times of war. Symposium conducted at the War and Society: An Interdisciplinary Symposium, Chowan College, NC.
- Peterson, K.E. (2005, April). Frogs in the middle: games people played in the late 1800's. Symposium conducted at The World of Mark Twain: An Interdisciplinary Symposium, Chowan College, NC.
- Peterson, K.E. (2005, March). Implications of stress on athletic and academic performance. Presented to student-athletes as part of a NCAA grant, Gardner-Webb University, NC.
- Peterson, K.E., (2004, June). Issues in performance anxiety: implications for the school counselor. Presented to students and faculty, Appalachian State University, NC.

- Peterson, K.E. (2002, April). African-American youth and sport. Presented to faculty and students, University of Wisconsin- La Crosse, WI.
- Peterson, K.E. (2002, April). Issues and trends in sport psychology. Presented to faculty and students, University of Wisconsin- La Crosse, WI.
- Peterson, K.E. (2000, November). Psychological aspects of peak performance. Symposium conducted on Aspects of Peak Performance at St. Mary's Hospital, Knoxville, TN.
- Page, S.J., Peterson, K.E., & O'Connor, E. (1998, September). Leaving the disability ghetto: A qualitative study of some factors underlying disabled athletes' achievement motivation. Symposium conducted at the annual meeting of The Association for the Advancement of Applied Sport Psychology, Boston, MA.
- Peterson, K.E. (1998, May). Time and stress management for the junior class leaders. Presented to students and faculty, Webb School of Knoxville, Knoxville, TN.
- Peterson, K.E. (1998, April). Transitional experiences of college bound students. Presented to students and faculty participating in College Fair, Webb School of Knoxville, Knoxville, TN.
- Page, S.J., & Peterson, K.E. (1998, April). Unique voices in the locker room: Goals aspirations, and inspirations of two minority athlete populations, using phenomenological methodologies. Symposium conducted at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Reno, NV.
- Peterson, K.E. (1996). Perceived effects of psychological momentum within female competitive swimming. Poster session presented at the annual meeting of The Association for the Advancement of Applied Sport Psychology, Williamsburg, VA.

COMMUNITY PARTICIPATION/INVOLVEMENT

Member, Lions Club of Urbana, Ohio
Member, River of Life Church, Urbana, Ohio
Volunteer, Funding Benefit, Champaign County Arts Council, Urbana, Ohio
Volunteer, City of Urbana Department of Recreation
Volunteer, Relay for Life (Fund Benefit for Cancer Research), Urbana, Ohio
Parent Volunteer, Funding Benefit, Local Youth Baseball Team, Urbana, Ohio

SPECIAL AWARDS

- Top fundraiser for 2013 "Bad Art by Good People" – Champaign County Arts Council
- 2004 Retention Connection Award, Chowan College
- 2002-2003 Award for Outstanding Teaching (Selected by Students), Gardner-Webb University
- Top 10 professor Spring 2002, Spring 2003, Gardner-Webb, University
- Students with Disabilities Teacher Recognition Award 2002-2003, Gardner-Webb University
- Featured "Alumni" – College of Liberal Studies – University of Wisconsin – La Crosse
- Three-year varsity athlete at the University of Wisconsin- La Crosse
- All-American, Conference, and school record holder swimmer at the University of Wisconsin- La Crosse