

Needham Yancey Gulley, PhD

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Education

- May 2012 **Doctor of Philosophy**, College Student Affairs Administration
The University of Georgia Athens, GA
Dissertation: The Nature of Collaboration Between Academic and Student Affairs Units in Community College Settings
- May 2006 **Graduate Coursework in English** (18 hours)
California State University, Long Beach Long Beach, CA
- May 2003 **Masters of Education** Higher Education Administration
North Carolina State University Raleigh, NC
- May 2000 **Bachelor of Arts** Communication Studies
University of North Carolina at Wilmington Wilmington, NC
- June 1998 **Associate of Arts** General Studies
Louisburg College Louisburg, NC

Professional Experience

- July 2019 - Present **Associate Professor, Higher Education Student Affairs Program**
Western Carolina University Cullowhee, NC
*Program Director, LEAD Minor (August 2017-July 2022)
*Program Director, Higher Education Student Affairs (July 2022-current)
- August 2016 - June 2019 **Assistant Professor, Higher Education Student Affairs Program**
Western Carolina University Cullowhee, NC
- August 2014 - July 2016 **Assistant Professor, Community College Leadership Doctoral Program**
Morgan State University Baltimore, MD
- July 2007 - August 2014 **Director, Student Activities** (last)
Director, Greene County Campus
Director, Student Affairs
Interim Vice President, Student Affairs
Director, Student Affairs, Elbert County Campus
Athens Technical College Athens, GA
- July 2006 - July 2007 **Research Associate: Institute for Behavioral Research**
University of Georgia Athens, GA

- March 2004 - **Performing Arts Production Assistant**
June 2006
Long Beach City College Long Beach, CA
- January 2003 - **LGBTQ Research Associate: Division of Student Affairs**
May 2003
North Carolina State University Raleigh, NC
- June 2000 - **Director of Admissions**
August 2002
Louisburg College Louisburg, NC
- August 1999 - **LEAD Fellow: Leadership Center, Division of Student Affairs**
May 2000
University of North Carolina at Wilmington Wilmington, NC
- January 1999 - **Administrative Assistant: Department of Management and Marketing**
May 2000
University of North Carolina at Wilmington Wilmington, NC
- January 1998 - **Admission Counselor**
July 1998
Louisburg College Louisburg, NC

Edited Books

Gulley, N. Y. (Ed.) (2022). *Multiple Perspectives on College Students: Needs, Challenges, and Opportunities*. Routledge.

Gulley, N. Y., Dean, S. R., & Dean, L. A. (Eds.) (2017). *Using the CAS Professional Standards: Diverse Examples of Practice*. NASPA, ACPA, CAS.

Scholarly Publications

Gulley, N. Y., Whitehead, M. A., & Evans, M. (in preparation). LGBTQ student persistence in Community College. *Journal of Diversity in Higher Education*.

Gulley, N. Y. (accepted – in preparation). The ropes course activity might not be the metaphor you think it is: A case study. *In Outdoor leisure: Experiencing and overcoming exclusion and inequity*. CABIs Tourism Cases.

Gulley, N. Y., Powell, G., & Johnson, C. W. (accepted – in press). Learning through tragedy: Student deaths, learning communities, and faculty support. In A. Atay, & M. Congdon (Eds.), *Crisis Communication in the Classroom and Higher Education*. Lexington Books.

Gulley, N. Y. (2022). Introduction. In N. Y. Gulley (Ed.), *Multiple Perspectives on College Students: Needs, Challenges, and Opportunities*. Routledge.

Gulley, N. Y. (2022). Conclusion. In N. Y. Gulley (Ed.), *Multiple Perspectives on College Students: Needs, Challenges, and Opportunities*. Routledge.

Gulley, N. Y. (2022). Queer Theory / LGBTQ Theory. In C. W. Johnson & D. C. Parry (Eds.), *Fostering Social Justice Through Qualitative Inquiry* (2nd Ed.). Routledge.

Gulley, N. Y. (2021). Challenging assumptions: 'Contemporary students', 'non-traditional students', adult learners', post-traditional', 'new traditional'. *Scholar: A Journal of Leisure Studies and Recreation Education*, 36(1-2), 4-10.

Whitehead, M. A., & Gulley, N. Y. (2020). LGBTQ topics in the Community College: Students, faculty/staff, and programs/policies. In E. M. Zamani-Gallaher, D. D. Choudhuri, & J. L. Taylor (Eds.), *Rethinking LGBTQIA Students and Collegiate Contexts: Identity, Policies, and Campus Climate*. Routledge.

Bratton, T. J., & Gulley, N. Y. (2019, September). Stuck in the middle: How student affairs in community colleges can manage the completion agenda. *Developments*, 17. Retrieved from <http://developments.myacpa.org/stuck-in-the-middle-how-student-affairs-in-community-colleges-can-manage-the-completion-agenda/>

Gulley, N. Y., Patterson, A., & Johnson, C. W. (2018). What are the experiences of White faculty at historically Black colleges and universities? In C. W. Johnson (Ed.), *Collective Memory Work: A Methodology for Learning With and From 'Others.'* Routledge.

Coes, J., Gulley, N. Y., & Johnson, C. W. (2018). How do we sustain activism?: LGBTQ and Black people share their positive and negative experiences. In C. W. Johnson (Ed.), *Collective Memory Work: A Methodology for Learning With and From 'Others.'* Routledge.

Rankin, P. R., & Gulley, N. Y. (2018). Boundary integration and work/life balance when you live where you work. *The Journal of College and University Student Housing*, 44(2), 64-81.

Gulley, N. Y. (2018). Focus groups: Challenges and opportunities. [Text Box] In J. P. Biddix (Ed.), *Research Methods and Applications for Student Affairs*. Jossey-Bass.

Gulley, N. Y., & Angelo, C. B. (2017). The DSDM in the community college setting. In M. Frederick, P. A. Sasso, & J. M. Maldonado (Eds.), *The Dynamic Student Development Meta-Theory: A New Model for Student Success*. Peter Lang.

Gulley, N. Y. (2017). Mission-Driven collaboration between academic and student affairs in community colleges. *Journal of College Student Development*, 58(3), 463-468.

Gulley, N. Y. (2017). The CAS approach: Diverse examples, multiple lessons. In N. Y. Gulley, S. R. Dean, & L. A. Dean (Eds.), *Using the CAS Professional Standards: Diverse Examples of Practice*. NASPA.

Gulley, N. Y. (2016, August 5). The myth of the nontraditional student. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2016/08/05/defining-students-nontraditional-inaccurate-and-damaging-essay>

Gulley, N. Y. (2016). A discourse analysis of collaboration between academic and student affairs in community college settings. *Community College Journal of Research & Practice*, 40(6), 496-507. Doi: 10.1080/10668926.2015.1070774

Gulley, N. Y. (2015). A matter of institutional size: A comparative case study of collaborations between academic and student affairs in community college settings. *Journal of Applied Research in the Community College*, 22(1), 35-42.

Gulley, N. Y., & Mullendore, R. H. (2014). Student affairs and academic affairs collaborations in the community college setting. *Community College Journal of Research and Practice*, 38(7), 661-673.

Gulley, N. Y. (2009). Lesbian, gay, bisexual, transgender campus climate assessments: Current trends and future considerations. In B. Hill & A. Grace (Eds.), *Adult Education in Queer Contexts: Power, Politics, and Pedagogy*. Discovery Association Publishing.

Gulley, N. Y. (2009). "Queer Nation" entry in *The Nineties in America*. Pasadena, CA: Salem Press.

Gulley, N. Y. (2008). "Joe Keenan," "Christopher Durang," "Mattachine Society," "Lanford Wilson," "Reynolds Price" entries in *LGBTQ America Today*. Westport, CT: Greenwood Publishing Group.

Gulley, N. Y. (2008). "Torch Song Trilogy" entry in *The Eighties in America*. Hackensack, NJ: Salem Press.

Gulley, N. Y. (2006). "The Violet Quill" entry in *Great Events From History: Gay Lesbian, Bisexual, Transgender Events*. Hackensack, NJ: Salem Press.

Knowledge Mobilization

Gulley, N. Y. (2022, August 2). Knowing who we serve: What is diversity in higher education. *FYI @ Mongoose*. Webisode retrieved from <https://www.youtube.com/watch?v=WmFO1uLS7gM&t=407s>

Johnson, C. W. & Gulley, N. Y. (2020). Higher education administrators advocating for equity (a manual). Manual for Universities Canada.

Gulley, N. Y. (2019, October 7). Being inclusive without labeling students. *FYI @ Mongoose*. Podcast retrieved from https://www.mongooseresearch.com/blog/being-inclusive-without-labeling-students?utm_campaign=Admissions%20%2F%20Enrollment%20Lead%20Nurture%202019&utm_content=102625551&utm_medium=social&utm_source=facebook&hss_channel=fbp-20861233824

Gulley, N. Y., Dean, S. R., Dean, L. A., Lange, A., & Wells, J. (2017, July 26). Using the CAS Standards to improve student affairs practice. A webisode for *Higher Ed Live*. <https://www.youtube.com/watch?v=Ze3oqBr4pa0>

Gulley, N. Y., Dean, S. R., & Dean, L. A. (2017, April 11). The CAS Professional Standards: A timeless resource becomes a new book from NASPA, CAS, and ACPA. *NASPA Blog*. Washington, DC: NASPA. <https://www.naspa.org/about/blog/the-cas-professional-standards-a-timeless-resource-becomes-a-naspa-book>

Musto, P. (2016, December 3). Majority of US undergraduates are ‘nontraditional.’ *Voice of America Learning English*. Washington, DC: Voice of America. <http://learningenglish.voanews.com/a/majority-of-us-undergraduates-are-nontraditional/3619097.html>

Gulley, N. Y., Keeling, R., Lee, T., & Ireland, M-Y. (2016, December 8). Two-Year college student affairs practitioners and their impact on the Completion Agenda. *A webinar for ACPA Video On Demand*. Washington: DC. <http://videos.myacpa.org/two-year-webinar>

Westervelt, E. (Producer). (2016, September 25). Shaken by economic change, ‘non-traditional’ students are becoming the new normal. *Weekend Edition Sunday*. Washington, DC: National Public Radio. <http://www.npr.org/sections/ed/2016/09/25/495188445/shaken-by-economic-change-non-traditional-students-are-becoming-the-new-normal>

Institutional Reports

Perry, A. & Gulley, N. Y. (2019). Higher Education Student Affairs Program Review. Program Review for Western Carolina University, Cullowhee, NC.

Gillespie, A. & Gulley, N. Y. (2008, January). An assessment of advisement and online registration. Special report for Athens Technical College, Athens, GA.

Gulley, N. Y. (2003, May). An assessment of campus climate for gay, lesbian, bisexual and transgender students. Special report for North Carolina State University, Raleigh, NC. <http://www.ncsu.edu/provost/offices/diversity/pubs.html>

Scholarly Presentations – International / National

Gulley, N. Y., Johnson, C. W., & Parry, D. C. (2022, April). Gendered Perspectives on Dick Pics Across GSNAs. Proposed for 5th International Conference on Gender Research, Aveiro, Portugal.

Gulley, N. Y. (2020, February). Difficult Transitions in Transitions Programs: Navigating Emotional/Political Programmatic Changes. Presented at 39th Annual Conference on the First-Year Experience, Washington, DC.

Robertson, P., Gulley, N. Y., & Bass, A. (2020, February). Transgender Advocacy in K12 and Post-Secondary Education. Presented at National Cross-Cultural Counseling and Education Conference for Research, Action, and Change, Savannah, GA.

Gulley, N. Y. (2019, May). Collective Memory Work as an Empowerment Strategy. Presented at International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Gulley, N. Y. (2019, May). "I'm Not a Racist But": When Collective Memory Work Uncovers Non-Collective Realities. Presented at International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Gulley, N. Y. (2019, March). New traditional: Lessons from community college practice for four-year institutions. Presented at ACPA College Student Educators International Convention, Boston, MA.

Johnson, C. W. & Gulley, N. Y. (2018, October). Writing a book proposal and managing the editorial process. Presented at Leisure and Recreation Association of South Africa 2018 Annual Congress, Durban, South Africa.

Gulley, N. Y. & Johnson, C.W. (2018, October). Writing for publication: Pragmatics, process and procedure. Presented at Leisure and Recreation Association of South Africa 2018 Annual Congress, Durban, South Africa.

Gulley, N. Y. (2018, May). The American Community College: Historic contexts, current students, and future considerations. Invited presentation at Institute of First-Year Student Success in the Community College, Charleston, SC.

Baldwin, A. & Gulley, N. Y. (2018, May). Integrating transfer planning into the first-year experience: Preparing students to move through and move on. Invited presentation at Institute of First-Year Student Success in the Community College, Charleston, SC.

McLaughlin, J. & Gulley, N. Y. (2018, May). Lessons learned in (re)developing and administering a first-year experience program. Invited presentation at Institute of First-Year Student Success in the Community College, Charleston, SC.

Hardin, C. & Gulley, N. Y. (2018, May). Assessing the first-year experience: A customizable guide. Invited presentation at Institute of First-Year Student Success in the Community College, Charleston, SC.

Gulley, N. Y., Evans, M. E., & Whitehead, M. A. (2018, March). Persistence strategies for LGBTQ community college students. Presented at ACPA College Student Educators International Convention, Houston, TX.

Gulley, N. Y., Zamani-Gallaher, E. (2018, March). Racial justice strategies in two-year colleges: past, present, and future. Presented at ACPA College Student Educators International Convention, Houston, TX.

Johnson, C. W., Cousineau, L., Kivel, D. B., Dunlap, R., Gulley, N. Y., Laird, N., & Coes, J. (2018, February). Collective Memory Work: A methodology for learning about leisure with and

from 'others.' Presented at 2018 Academy of Leisure Sciences Research Conference, Indianapolis, IN.

Gulley, N. Y., Rodriguez, A. (2017, June). Planning for assessment in the community college. Invited presentation at the 2017 ACPA Student Affairs Assessment Institute, Costa Mesa, CA.

Gulley, N. Y., Rodriguez, A. (2017, June). Sharing and using results in the community college. Invited presentation at the 2017 ACPA Student Affairs Assessment Institute, Costa Mesa, CA.

Gulley, N. Y., Rodriguez, A. (2017, June). Designing an assessment plan in the community college. Invited presentation at the 2017 ACPA Student Affairs Assessment Institute, Costa Mesa, CA.

Gulley, N. Y. (2017, June). Conducting focus groups and interviews. Invited presentation at the 2017 ACPA Student Affairs Assessment Institute, Costa Mesa, CA.

Gulley, N. Y., Dean, S. R., & Dean, L. A. (2017, March). CAS Professional Standards: In practice. Presented at ACPA College Student Educators International Convention, Columbus, OH.

Gulley, N. Y. (2017, March). Inclusivity & equity in community colleges: Policy, promotion, & action. Presented at ACPA College Student Educators International Convention, Columbus, OH.

Gulley, N. Y., Dean, S. R. (2017, March). Political climate & job fit: Considering External factors. Presented at the NASPA Annual Conference, San Antonio, TX.

Gulley, N. Y., Dean, S. R., & Dean, L. A. (2017, March). CAS Professional Standards: In practice. Presented at the NASPA Annual Conference, San Antonio, TX.

Gulley, N. Y. (2016, March). Persistence of LGBTQ community college students. Poster session at the ACPA College Student Educators International Convention, Montreal, QC.

Gulley, N. Y., Robison, M., & Bermudez, S. J. (2016, March). Using student development theory to inform community college practice. A Pre-Convention Workshop at the ACPA College Student Educators International Convention, Montreal, QC.

Gulley, N. Y., & McCasland, S. (2015, November). The American community college: Historic contexts, current students, and future considerations. Invited presentation at Institute of First-Year Student Success in the Community College, Columbia, SC.

Gulley, N. Y., & Hardin, C. (2015, November). Assessing the first-year experience: A customizable guide. Invited presentation at Institute of First-Year Student Success in the Community College, Columbia, SC.

Baldwin, A., & Gulley, N. Y. (2015, November). Integrating transfer planning into the first-year experience: Preparing students to move through and move on. Invited presentation at Institute of First-Year Student Success in the Community College, Columbia, SC.

Gulley, N. Y. (2015, October). Mission-driven collaboration in the community college: Academic and student affairs working together for student success. Presented at National Council on Student Development Annual Conference, Baltimore, MD.

Gulley, N. Y. (2015, May). Doing more with data: Diversifying methodological choices. Presented at International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Gulley, N. Y., & Richmond, L. (2013, July). Risky leisure: When volunteering endangers your way of life. Presented at Leisure Studies Association Annual Conference, Manchester, UK.

Gulley, N. Y. (2011, December). Volunteering at risk: An examination of altruism and identity. Presented at Australian & New Zealand Association of Leisure Studies Conference, Dunedin, NZ.

Gulley, N. Y. (2009, March). Lesbian, gay, bisexual, transgender campus climate assessments: Trends and considerations. Presented at ACPA College Student Educators International Convention, Washington, DC.

Gulley, N. Y. (2003, June). Not queer enough: Queer research in higher and adult education. Presented at the Adult Education Research Conference, San Francisco, CA.

Scholarly Presentations – *Regional*

Gulley, N. Y. (2019, October). Breaking the silence: Talking about race on campus. Presented at the North Carolina College Personnel Association Annual Conference, Charlotte, NC.

Gulley, N. Y. (2019, October). The past is not behind us: Understanding the racist foundations of higher education in America. Presented at the North Carolina College Personnel Association Annual Conference, Charlotte, NC.

Gulley, N. Y. (2017, June). Using assessment results in the community college setting. Presented at Policy & Practice of Student Affairs at the Two-Year College [a venture of ACPA College Student Educators International], New York, NY.

Gulley, N. Y., Johnson, C. W. (2017, May). Strategic Networking. Invited presentation at Excellence and Quality in Academic Life in STEM, University of Waterloo, Waterloo, ON.

Gulley, N. Y. (2017, January). Servant leadership and social change. Presented at the 2017 Wheel Lead Conference, Cullowhee, NC.

Gulley, N. Y. (2016, October). Striving for inclusive institutions: #languagematters. Presented at the North Carolina College Personnel Association Annual Conference, Greensboro, NC.

Gulley, N. Y. (2016, July). Inclusivity and equity: Policy, promotion, and action for belonging. Presented at Student Affairs Practice in Community Colleges: Learning, Retention, and Completion [a joint venture of ACPA College Student Educators International, and the National Council on Student Development], Arnold, MD.

Gulley, N. Y. (2011, November). Academic and student affairs collaborations in the community college setting. Presented at the Southern Association for College Student Affairs Conference, Atlanta, GA.

Correll-Hughes, L. R., Gulley, N. Y., McDonald, B., & Rush, B. (2011, November). Reality, assumptions, & prejudice? Transitioning between different institution types and sizes. Presented at the Southern Association for College Student Affairs Conference, Atlanta, GA.

Gulley, N. Y. (2009, September). Supporting lesbian, gay, bisexual, transgender students on campus. Invited faculty development presentation at Athens Technical College, Athens, GA. Repeated September 2010, April 2011, September 2013.

Gulley, N. Y. (2007, April). Queer Theory: An introduction to understanding and application. Presented at the Kennesaw State University LGBT Summit. Kennesaw, GA.

Gulley, N. Y. (2006, February). An Introduction to Queer Theory. Invited campus presentation for Long Beach City College, Long Beach, CA.

Gulley, N. Y. (2006, March). Nurturing Lesbian, Gay, Bisexual, Transgender, & Queer Students. Invited faculty training for Long Beach City College, Long Beach, CA.

Gulley, N. Y. (2006, April). A visual representation of Queer Theory. Poster Session at the California State University Queer Studies Conference, Chico, CA.

Gulley, N. Y. (2005, April). Queer theory and Mrs. Dalloway: Queering the English classroom. Presented at the California State University Queer Studies Conference, Fresno, CA.

Gulley, N. Y. (2005, February). Queer connection: Queer theory as a puzzle framework. Presented at the Western Regional LGBTQIA College Conference, Davis, CA.

Gulley, N. Y. (2004, November). Queer literature: An exercise in expression. Presented at the Models of Pride XII Conference, Eagle Rock, CA.

Gulley, N. Y. (2003, April). Tolerance versus nurturance: Leading the way toward positive climates for LGBTQ persons. Presented at the North Carolina Unity Conference, Chapel Hill, NC.

Gulley, N. Y. (2003, April). Assessment on the college campus: A student affairs approach. Panel presentation at the North Carolina Undergraduate Assessment Symposium, Raleigh, NC.

Gulley, N. Y. (2003, February). Servant leadership: Hesse to Greenleaf to you. Presented at the North Carolina LEAD Conference, Raleigh, NC.

Gulley, N. Y. (2002, November). A move toward nurturance: Current issues in dealing with LGBTQ students. Presented at the meeting of the North Carolina College Personnel Association, Charlotte, NC.

Gulley, N. Y. (2001, October). Strategies for success: Skills for college, work, life. Invited presentation at the North Carolina DECA Marketing Conference, Greensboro, NC.

Press Mentions

Mattingly, J. (2018, April 13). ‘An interrupted pursuit.’ Hanover woman’s return to college part of nationwide trend. *Richmond Times-Dispatch*. Richmond, VA.

http://www.richmond.com/news/local/education/an-interrupted-pursuit-hanover-woman-s-return-to-college-part/article_408a35b7-5de2-59d1-9169-5fc702403fc1.html

Bump, B. (2017, February 21). Higher ed: Stop ignoring nontraditional students. *Times Union*. Albany, NY. Retrieved from <http://www.timesunion.com/tuplus-local/article/Higher-ed-Stop-ignoring-nontraditional-students-11009563.php>

Education Advisory Board (2016, September 28). Stop calling them ‘non-traditional’ students: Colleges need to better accommodate the growing numbers of adult learners. *The EAB Daily Briefing*. Washington, DC: Author. Retrieved from <https://www.eab.com/daily-briefing/2016/09/28/stop-calling-them-non-traditional-students>

Garcia, R. (2016, August 30). The “traditional” student. *Adult Learning and Education Research and Trends*. Chicago, IL: Council for Adult and Experiential Learning. Retrieved from <http://www.cael.org/alert-blog/the-traditional-student>

Course Instruction

Professionalism in Higher Education: Becoming a Practitioner-Scholar [HESA 670 – Master’s Level]

Western Carolina University Cullowhee, NC (Fall 2020)

This course is designed to prepare students personally and professionally for a career in 21st Century Higher Education. Emphasis is placed on developing professional competencies based on national standards and adhering to the responsibilities of a practitioner-scholar. Students who successfully complete this course will: Distinguish the philosophical and practical differences between ‘practitioner’ and ‘scholar,’ and thus hone their practitioner-scholar identity as a 21st century educator. Analyze and synthesize multiple sources of data in order to facilitate rigorous discussions and reach critical conclusions regarding timely events and trends in higher education. Develop career skills, competences, and practical tools needed for a profession in Higher Education based on national standards. Identify the characteristics of effective educational interventions informed by research. Credibly communicate key research findings/recommendations to higher education stakeholders and constituents (in written and oral form).

Special Topics: Equity, Diversity, & Inclusion in Higher Education [EDL 794 – Doctoral Level]
Western Carolina University Cullowhee, NC (Spring 2020)

This course is designed to offer students and opportunity to learn about equity, diversity, and inclusion in the context of higher education. We will focus discussions on how institutional cultures, governing structures, and administrative practices support or hinder social justice in this setting. Drawing upon broad theoretical and practical constructs, we will critically explore these topics. In doing so we will work to unpack these understandings in relation to outcomes for not only diverse student populations but diversity amongst employees, as well. The class is a celebration of the diverse characteristics, traditions, and backgrounds that make up a college campus. It is also an opportunity to explore systematic oppression and institutionalized inequity as we work toward creating a more just system of higher education at all levels. This is an opportunity for students to learn how campus environments can impact various students differently based on individual and collective identities. Key considerations in the course are communication, support, and intersectionality.

Organization, Administration, & Finance in Higher Education [HESA 611 – Master’s Level]
Western Carolina University Cullowhee, NC (Fall 2018, Fall 2019, Fall 2021)

This course is designed to help students develop an understanding of organizational life of institutions of higher education. Strategies for implementing organizational change and operating effectively will be explored, with a particular emphasis on both practicing and fostering leadership, managerial, and intercultural competence. Additionally, introductory aspects of applied budgeting and finance will be explored.

Diversity and Leadership [LEAD 294 or 249 – Undergraduate Level]

Western Carolina University Cullowhee, NC (Summer 2018, Fall 2019, Summer 2021)

Students will explore and discuss issues of diversity and leadership such as communication, resolving conflicts, motivation, decision-making, community service, and leadership styles. Key to this exploration will be in-depth discussions of what diversity means and how leaders impact social justice.

** Taught as special topics and registered course.*

Introduction to Higher Education Student Affairs [HESA 605 – Master’s Level]

Western Carolina University Cullowhee, NC (Fall 2017)

This course is designed to facilitate open, systematic, and scholarly exploration of professional identity within the broad and diverse student affairs field. Students will be challenged to examine together and to personally reflect on topics and questions that provide a comprehensive portrait of the student affairs profession in higher education.

The Role of Community College in Society [EDHE 805 – Doctoral Level]

Western Carolina University Cullowhee, NC (Spring 2017, Spring 2018)

This course engages participants in an analysis of the role of the community college in society, focusing on student success, transitions to and from community colleges and the impact of organizational change on these institutions. The goal of this course is to provide an opportunity for participants to explore how community colleges interact with other institutions within society and how this interaction impacts the overall success of community colleges.

Program Assessment and Evaluation [EDHE 650 – Master’s Level]

Western Carolina University Cullowhee, NC (Spring 2017, Spring 2018, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022)

Principles of evaluation and improvement of programming for all college functions. Special emphasis is placed upon student services and non-curriculum outcomes. Increasing scrutiny and accountability of colleges and universities by internal and external stakeholders have provided fertile ground for faculty and practitioners to demonstrate effective learning and program outcomes. EDHE 650 focuses on program development, evaluation, and outcomes assessment in higher education and the use of appropriate strategies and tools to meet those goals.

Diversity in Higher Education [HESA 530 – Master’s Level]

Western Carolina University Cullowhee, NC (Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022)

In this course, we will draw upon broader theoretical constructs related to culture and identity to inform our understanding and analysis of college students. We will focus our attention on five major questions: How do campus environments affect students’ collegiate experience? How do these experiences differ by students’ backgrounds? What characteristics, rituals and traditions establish the particular set of individuals as an identifiable “sub-culture” of the general college culture? What are the developmental issues facing diverse groups and how do they differ from development described in traditional student development theories? How can student affairs personnel facilitate communication between members of this cultural group and non-members? How can student affairs personnel provide support for this group within the campus community?

History of Higher Education [HESA 615 – Master’s Level]

Western Carolina University Cullowhee, NC (Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022)

This course is designed to engage current and future higher education leaders, researchers, and administrators in a critical examination of the history of higher education in the United States. Through readings, lectures, collaborative learning activities, and group discussion, students will investigate how the philosophical, social, and political context; structure; function; curriculum; governance; finance; and outcomes of America’s colleges and universities have evolved from the colonial period to the present. By developing a working knowledge of the events, trends, and issues that have shaped American higher education, students will be better equipped to identify, evaluate, and respond to the complex and critical issues facing higher education today.

Legal & Ethical Issues in Higher Education [HESA 630 – Master’s Level]

Western Carolina University Cullowhee, NC (Fall 2016, Fall 2017, Spring 2019*, Spring 2020, Spring 2021*, Spring 2022)

**Version of the course for Ed.D. program in Educational Leadership, as well as for the M.Ed. students (two sections)*

This course is designed for students who do not intend to become attorneys, but require knowledge of the law to inform their professional practice in higher education administration in student affairs units. Students will be challenged to learn how to identify and resolve legal and ethical issues common to student services administration. Students will be expected to examine the regulatory, statutory, and case law that governs the operation of institutions of higher education with particular emphasis on student affairs issues. Students will participate in lectures and discussion groups related to these issues and will explore the complexities of this unique area of

higher education.

Introduction to Qualitative Research [EDSR 624 – Doctoral Level]

Morgan State University Baltimore, MD (Summer 2016)

Qualitative research focuses on methods and techniques and their application(s) to qualitative research design. Emphasis on types of qualitative information, methods of data collection, analysis and presentation of results and appropriateness of design are integral to the course. While the positivist world of research design can make substantial claims to validity, reliability, replication, and generalizability, the interpretivist school can make no such dogmatic claim. In fact, the “politics of knowledge” helps to provide the basis for qualitative research — we are always asking the following questions: What is knowledge? How is it gathered? Who gathers it? For what purpose(s)?

Student Development in Community Colleges [EDHE 607 – Doctoral Level]

Morgan State University Baltimore, MD (Spring 2015, Spring 2016)

This course provides a comprehensive review and critique of key human development theories that offer insight into the processes of student learning, growth, and development during the college years. The course entails course readings, essay writing, conducting a literature review, a final project, and goal setting/reflection. The purpose of this course is to combine theory with issues facing community college leaders in relation to student affairs and student development. We will accomplish this by examining the historical origins of student development through theory and scope of student services including its various components. This course will offer students an opportunity to review research scholarly writings that focus on students and student development theory in community colleges.

Higher Education Politics & Finance [EDL 893 – Doctoral Level]

Western Carolina University Cullowhee, NC (Spring 2022)

This course is designed to introduce students to the political nature of higher education in the United States with special attention to issues and processes related to higher education finance. Students will be challenged to consider how politics (not just democracy but in relation to Foucauldian power dynamics) influence higher education, particularly in regards to financial considerations. Our focus will be on understanding and challenging aspects of politics and finance, with the goal of improving our administrative abilities within institutional and system contexts.

Professional Development Seminar [EDHE 602 – Doctoral Level]

Morgan State University Baltimore, MD (Spring 2015)

EDHE 602, Professional Development Seminar for Community College Leaders, is designed to enhance the leadership skills of emerging community college leaders enrolled in the Community College Leadership Doctoral Program. Students are provided with assistance in identifying and developing their talents and leadership skills. Students are encouraged to take a critical look at their strengths and weaknesses and to develop action plans to facilitate their growth. Much of the early work in this course is a refinement of some of the activities you completed for EDHE 601, Leadership and Administration, such as a more detailed gap analysis and updated Professional Development Plan.

Contemporary Issues in Community Colleges [EDHE 609 – Doctoral Level]

Morgan State University Baltimore, MD (Spring 2015, Spring 2016)

This course presents an overview of major issues and policy in contemporary community colleges. Students will gain a deeper understanding of issues that affect higher and community college education as they are presented with an overview of major social policy issues in contemporary education with an emphasis on selected topics including educational standards, student success, persistence and completion, technology, assessment/institutional effectiveness, developmental education, educational programs and research effectiveness, and mission, governance, and administration. Students will be encouraged to introduce current topics or challenges within their own experiences relating to community college education. The course uses an asynchronous delivery system.

Politics of Higher Education [ASLP 601 – Doctoral Level]

Morgan State University Baltimore, MD (Fall 2014, Fall 2015)

The intent of this doctoral-level course is to provide an overview of the politics of education with special emphasis on theoretical and conceptual analyses of the political behavior of education's stakeholders and the policy performance of educational systems. The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of educational leadership by building an understanding of the politics of education. Examining Maryland's higher education governance structure, the course will also explore the political nexus between the state and its higher education system. At the micro level, we will focus our attention on the community college as a bureaucratic organization.

Event Management [RLST 3130 – Undergraduate Level]

University of Georgia Athens, GA (Spring 2014)

Designed to introduce students to the history and foundations of program and event management while providing the necessary skills in research, design, planning, coordinating and evaluating individual, corporate, and non-profit special events. As students learn about needs assessments, pricing, marketing, staffing, supervision, vendor contracts, catering and entertaining, they will also gain "hands-on" experience implementing a special event in the community. The course is open to all UGA undergraduate students and there are no pre-requisites.

Two-Year Colleges [ECHD 7460 – Master's Level]

University of Georgia Athens, GA (Spring 2013)

A special topics course for master's students in the College Student Affairs Administration program. This course focuses on the nature of two-year colleges in the United States. Direct attention is given to the political, social, and economic makeup of such institutions, as well as understanding the student population served within these colleges.

Interpersonal II: Career Services and Supervision [ECHD 6040 – Master's Level]

University of Georgia Athens, GA (Spring 2011)

Focuses on strategies and tools that may be used to assist college students, including psychological assessment techniques, career development theory and interventions, and use of facilitation skills in working with staff. The course is a combination of information sharing among all class members; experiential components; discussion and exploration of career development, conflict management, and supervision; and opportunities to apply skills and information acquired.

Writing and Grammar Touch Up [EXT 633 – Continuing Education]
Los Angeles Harbor City College Wilmington, CA (Summer 2006)
A basic grammar and composition course designed to assist students in learning simple grammar techniques. Students are community members desiring a refresher course for personal gain and those wishing to prepare for collegiate entrance examinations.

Doctoral Student Supervision – Dissertation Chair

- 2016 English, S. – *A Comparison of Students’ Success in Emporium Model Developmental Mathematics Courses versus Traditional Developmental Mathematics Courses* – Morgan State University, Baltimore, MD
- 2016 Yorkshire, K. – *Examining the Impact of a First-Year Seminar Course on the Persistence and Retention of Community College Developmental Students* – Morgan State University, Baltimore, MD
* 2018 Dissertation of the Year from the National Council on Student Development

Doctoral Student Supervision – Disquisition Chair

- 2022 Price, S. – *Increasing Faculty Capacity to Understand and Implement Curriculum and Pedagogical Practices Toward Equity/Social Justice.* – Western Carolina University, Cullowhee, NC
- 2020 Everhart, A. – *Improving Dual Enrollment Practices: Using Appreciative Advising to Increase Success* – Western Carolina University, Cullowhee, NC

Doctoral Student Supervision – Disquisition Committee

- 2018 Moore, K. – *Improving Community College Student Persistence: The Role of Student Engagement* – Western Carolina University, Cullowhee, NC

Doctoral Student Supervision – Publishable Paper Committee

- 2018 Whitehead, M. – *Sense of Belonging Among Lesbian, Gay, Bisexual, Transgender, Queer, and Similarly-Identified Students at a Community College* – University of Georgia, Athens, GA

Invited Instruction

Gulley, N. Y. (2022, February). Document Analysis for examining the First-Year Seminar. Invited lecture for EDHE 837/838, University of South Carolina, Columbia, SC.

Gulley, N. Y. (2021, November). Case Study Research. Invited lecture for REC 663, University of Waterloo, Waterloo, ON.

Gulley, N. Y. (2021, January). Document Analysis for examining the First-Year Seminar. Invited lecture for EDHE 837/838, University of South Carolina, Columbia, SC.

Gulley, N. Y. (2019, October). Research Ethics in Qualitative Inquiry. Invited lecture for Foundations of Qualitative Research, National Kaohsiung University of Hospitality and Tourism, Kaohsiung, Taiwan.

Gulley, N. Y. (2019, October). LGBTQ considerations in education. Invited lecture for EDL 876, Western Carolina University, Cullowhee, NC.

Gulley, N. Y. (2018, November). Case Study Research. Invited lecture for REC 663, University of Waterloo, Waterloo, ON.

Gulley, N. Y. (2018, November). LGBTQ considerations in education. Invited lecture for EDL 876, Western Carolina University, Cullowhee, NC.

Gulley, N. Y. (2018, May). Gender and play. Invited lecture for REC 200, University of Waterloo, Waterloo, ON.

Gulley, N. Y. (2018, May). Race and play. Invited lecture for REC 200, University of Waterloo, Waterloo, ON.

Gulley, N. Y. (2015, December). Diversity of institutional type. Invited panel member for ECHD 7400, University of Georgia, Athens, GA.

Gulley, N. Y. (2014, July). Community college environments. Invited lecture for ECHD 9480, University of Georgia, Athens, GA.

Gulley, N. Y. (2014, June). Community college students. Invited lecture for ECHD 9480, University of Georgia, Athens, GA.

Gulley, N. Y. (2012, October). Transitioning employment between institutional type. Invited panel member for ECHD 7400, University of Georgia, Athens, GA.

Gulley, N. Y. (2012, February). Community college employment. Invited lecture for ECHD 7060, University of Georgia, Athens, GA.

Gulley, N. Y. (2011, February – repeated 2012). Medical care for lesbian, gay, bisexual, transgender persons. Invited panel member, Medical School, University of Georgia, Athens, GA. Repeated February 2012.

Gulley, N. Y. (2010, February – repeated 2011, 2012, 2013). Event Management. Invited panel member for ECHD 5130, University of Georgia, Athens, GA.

Gulley, N. Y. (2006, June). Non-Heteronormative sexualities. Invited lecture for PSYC 25, Pasadena City College, Pasadena, CA.

Gulley, N. Y. (2005, April). Queer theory. Invited lecture for ENGL 384, California State University, Long Beach, Long Beach, CA.

Gulley, N. Y. (2005, March). Sexual orientation and human sexuality. Invited panel discussion for HLED 10, Long Beach City College. Long Beach, CA. [12 sections over 2 years]

Gulley, N. Y. (2004, September). *Servant-Leadership: Hesse, Greenleaf, you, and recreation*. Invited lecture for REC 321, California State University, Long Beach, Long Beach, CA.

Professional Service

- 2021 Grant Reviewer (Paul P. Fidler Research Grant) – The National Resource Center for The First-Year Experience and Students in Transition
- 2021 Journal Manuscript Reviewer (twice) – Innovative Higher Education
- 2021 Journal Manuscript Reviewer – SCHOLE: A Journal of Leisure Studies and Recreation Education
- 2021 Book Manuscript Reviewer – Peter Lange
- 2021 Tenure & Promotion Review – Kennesaw State University
- 2020 Grant Reviewer (Paul P. Fidler Research Grant) – The National Resource Center for The First-Year Experience and Students in Transition
- 2020 Journal Manuscript Reviewer – Innovative Higher Education
- 2019-current National Advisory Board Member - The National Resource Center for The First-Year Experience and Students in Transition
- 2019 Award Reviewer (2019-2020 Excellence in Teaching First-Year Seminars) – The National Resource Center for The First-Year Experience and Students in Transition
- 2019 Program Reviewer (General Programs) – ACPA College Student Educators International 2020 Convention
- 2019 Grant Reviewer (Paul P. Fidler Research Grant) – The National Resource Center for The First-Year Experience and Students in Transition
- 2018-2019 Chair – ACPA College Student Educators International Drive-In Conference on Student Development in Community Colleges – *Equitable Outcomes and Student Success in Two-Year Colleges*
- 2018 Journal Manuscript Reviewer – Journal of Homosexuality
- 2018 Award Reviewer (2018-2019 Excellence in Teaching First-Year Seminars) – The National Resource Center for The First-Year Experience and Students in Transition
- 2018 Program Reviewer (General Convention Programs) – ACPA College Student Educators International 2019 Convention

- 2018 Institute Faculty – Institute of First-Year Success in the Community College – National Resource Center for First-Year Experience and Students in Transition
- 2018 Grant Reviewer (Paul P. Fidler Research Grant) – The National Resource Center for The First-Year Experience and Students in Transition
- 2017-2018 Chair – ACPA College Student Educators International Drive-In Conference on Student Development in Community Colleges – *Community Colleges as Agents for Racial Justice & Decolonization: Closing the Equity Gap*
- 2017-2018 Chair – ACPA College Student Educators International Drive-In Conference on Student Development in Community Colleges – *Decolonizing Practice and Promoting Racial Justice in Community Colleges*
- 2017 Award Reviewer (2017-2018 Excellence in Teaching First-Year Seminars) – The National Resource Center for The First-Year Experience and Students in Transition
- 2017-2018 Columnist – *Developments* – Two-Year Colleges Section – A Publication of ACPA College Student Educators International
- 2017 Grant Reviewer (Paul P. Fidler Research Grant) – The National Resource Center for The First-Year Experience and Students in Transition
- 2017 Program Reviewer (Research Programs, Commission on Assessment and Evaluation, & Commission on Two-Year Colleges) – ACPA College Student Educators International 2018 Convention
- 2017-current Associate Editor – *Leisure Sciences*
- 2017 Guest Associate Editor – *Leisure Sciences*
- 2016-2017 Institute Faculty – 2017 Student Affairs Assessment Institute – Commission on Assessment and Evaluation – ACPA College Student Educators International
- 2016-2017 Planning Team Member – ACPA / NCSDE Drive-In Conference on Student Development in Community Colleges – *Policy & Practice of Student Affairs at the Two-Year College*
- 2016 Award Reviewer (2016-2017 Excellence in Teaching First-Year Seminars) – The National Resource Center for The First-Year Experience and Students in Transition
- 2016 Program Reviewer (Research Programs, Commission on Assessment and Evaluation, & Commission on Two-Year Colleges) – ACPA College Student Educators International 2017 Convention

- 2015-2016 Planning Team Chair – ACPA / NCSD Drive-In Conference on Student Development in Community Colleges – Student Affairs Practice in Community Colleges: Learning, Retention, and Completion
- 2016-2021 Directorate Member – ACPA International’s Commission on Two-Year Colleges – Past Chair (2020 – 2021); Chair (2018 – 2020); Chair Elect (2017 – 2018); Scholarship & Professional Development Chair (2016 – 2017)
- 2015 Institute Faculty – Institute of First-Year Success in the Community College – National Resource Center for First-Year Experience and Students in Transition
- 2014-2015 Planning Team Chair – ACPA / NCSD Drive-In Conference on Student Development in Community Colleges – Theory to Practice to Outcomes: Connecting Student Development Theory to Community College Practice
- 2015 Program Reviewer (Research Programs & Commission on Two-Year Colleges) – ACPA College Student Educators International 2016 Convention
- 2014 Grant Reviewer (Paul P. Fidler Research Grant) – The National Resource Center for The First-Year Experience and Students in Transition
- 2014 Manuscript Reviewer – Community College Review
- 2013-2014 Member – NASPA / ACPA Joint Taskforce on Community College Involvement
- 2005-2006 Committee Member – California State University Queer Studies Consortium

University Service

- 2022-current Program Director – Higher Education Student Affairs, Western Carolina University
- 2021 Moderator – Educational Leadership session at the Annual Graduate Research Symposium, Western Carolina University
- 2021 Co-Presenter – LGBTQ @ WCU, Culture in Conversation series sponsored by Student Government Association, Staff Senate, and Faculty Senate, Western Carolina University
- 2020 Member – Sociology Program Review Committee, Western Carolina University
- 2020-2021 Member – Academic Community Engagement Board, Western Carolina University
- 2019-2021 Member – Chancellor’s Instillation Committee, Western Carolina University
- 2019-2021 Member – Student Transitions Advisory Council, Western Carolina University

- 2019-current Senator – Faculty Senate, Western Carolina University
*Chair, Academic Policy and Review Council, 2022-2023 academic year
- 2018-2019 Member – Search Committee, Associate Director of Leadership Programs, Western Carolina University
- 2017-2022 Program Director – LEAD Minor, Western Carolina University
- 2017 Moderator – Natural Resources/Higher Education Student Affairs/Education Leadership session at the 25th Annual Graduate Research Symposium, Western Carolina University
- 2017 Member – Search Committee, Assistant Director of Intercultural Affairs, Western Carolina University
- 2016-current Member – LGBTQ Work Group, Western Carolina University
- 2016-current Trainer / Leader – Safe Zone Program, Western Carolina University
- 2016- 2020 Member – Enrollment Planning Committee’s Compliance Team, Western Carolina University
- 2016-2018 Member – Student Community Ethics Committee, Western Carolina University
- 2016-2017 Advisor – SAGA Student Organization, Western Carolina University
- 2017 Chair – QEP Subcommittee for Student Assessment, Western Carolina University
- 2016 Member – QEP Subcommittee for Assessment, Western Carolina University
- 2016 Member – Advisory Council for Lesbian, Gay, Bisexual, Transgender, Queer, & Ally Issues, Morgan State University
- 2014-2016 Convener – Interdisciplinary Qualitative Research Work Group, Morgan State University
- 2014-2016 Member – University Judicial Board, Morgan State University
- 2008-2010 Advisor – Students for Diversity and Social Advancement, Athens Technical College
- 2007 Facilitator – Safe Space Program, University of Georgia
- 2005-2006 Member – Safe Zone Program Committee, Long Beach City College
- 2004-2006 Advisor – Rainbow Alliance, Long Beach City College

College Service

- 2020-Current Member – College Collegial Review Committee, College of Education & Allied Professions, Western Carolina University
- 2019-2020 Chair – Strategic Plan Implementation Team, College of Education & Allied Professions, Western Carolina University
- 2018-2019 Member – Strategic Directions Committee, College of Education & Allied Professions, Western Carolina University
- 2022-current Member – Diversity Committee, College of Education & Allied Professions, Western Carolina University
- 2017-2022 Co-Chair / Chair – Diversity Committee, College of Education & Allied Professions, Western Carolina University
- 2016-2017 Member – Academic Action Appeal Committee, College of Education & Allied Professions, Western Carolina University
- 2016-2017 Member – Diversity Committee, College of Education & Allied Professions, Western Carolina University

Department Service

- 2022-current Member – Department Collegial Review Committee, Human Services, Western Carolina University
- 2022-current Member – Department Collegial Review Document committee, Human Services, Western Carolina University.
- 2019-2022 Member – Grad Student Scholarship / Research Fund Committee, Human Services Department, Western Carolina University
- 2017-2019 Member – Curriculog Committee, Human Services Department, Western Carolina University
- 2014-2016 Member – Curriculum Review Committee, Department of Advanced Studies, Leadership, & Policy, Morgan State University
- 2014-2016 Member – Admissions & Recruitment Committee, Department of Advanced Studies, Leadership, & Policy, Morgan State University

Community Service

- 2022 Consultant – Carolina Pediatric Therapy
- 2018 Volunteer – Western North Carolina AIDS Project

- 2013-2015 Board Member – AIDS Athens
- 2008-2013 Board Member – Boybutante AIDS Foundation, Inc. (Chair – 2009 & 2010)
- 2007-2008 Committee Member (Technology Chair) – Relay for Life of Elbert County, GA
- 2004-2005 Mentor – OASIS (Out Adolescents Staying In School) High School
- 1998-1999 Volunteer – Cure AIDS of Wilmington

Grants

- 2017 Assessment Mini-Grant – Office of Institutional Research, Western Carolina University (\$2500) [Awarded]

Awards / Recognitions

- 2022 Department Teaching Award – Department of Human Services, College of Education & Allied Professions, Western Carolina University [Nomination]
- 2021 Department Teaching Award – Department of Human Services, College of Education & Allied Professions, Western Carolina University [Nomination]
- 2019 Exemplary Faculty Service Award – College of Education & Allied Professions, Western Carolina University [Nomination]
- 2019 ACPA Foundation Diamond Honoree – ACPA College Student Educators International [Awarded]
- 2018 Dean’s Above & Beyond Award – College of Education & Allied Professions, Western Carolina University [Awarded]
- 2018 L.E.A.D. Award – Western Carolina University [Awarded]
- 2018 Student Nominated Faculty of the Year Award – Western Carolina University [Nomination]
- 2018 Curtis W. Wood Excellence in Graduate Mentorship Award – Western Carolina University [Nomination]
- 2017 Higher Education Alumni Award – Higher Education Program, North Carolina State University [Awarded]
- 2017 ACPA Excellent Contribution to ACPA Strategic Priorities Award – ACPA College Student Educators International [Awarded]
- 2017 L.E.A.D. Award – Western Carolina University [Nomination]

- 2017 Botner Teaching Award – Western Carolina University [Nomination]
- 2016 Distinguished Alumnus of the Year – Louisburg College [Awarded]
- 2016 ACPA Excellence in Innovation Award – ACPA College Student Educators International [Awarded]
*Awarded to the Planning Team of the 2015 ACPA / NCSD Drive-In Conference on Student Development in Community Colleges
- 2013 Distinguished Administrator Award – Alpha Beta Gamma International [Awarded]
- 2013 Honorary Member – Phi Theta Kappa, Athens Technical College [Awarded]
- 2012 Founders Award – University of Georgia [Awarded]
- 2010 Grand Marshal – Atlanta PRIDE, Atlanta, GA [Awarded]
*As one of the top LGBTQ Educators in Georgia
- 2006 Best Club Sponsor – Long Beach City College [Awarded]
- 2005 Best Club Sponsor – Long Beach City College [Awarded]