

Gregory D. Jordan

EXECUTIVE AND DEVELOPMENT EXPERIENCE

- Provide consultancy regarding predictive analytics models for student recruitment and retention, and advice on enrollment strategies for higher education. April 2014-present.
- Led and served King University, formerly King College, as President, October 1997-February 2014, now president emeritus, through the largest expansion program in its history, guiding its development from a baccalaureate degree granting institution to a doctoral degree granting institution. The University now offers an associate's degree, bachelor's degrees, the M.Ed., MBA, MSN and DNP (2013) and is comprised of seven schools.
- Served as a member of the Board of Directors of King Pharmaceuticals, a publicly traded company on the NYSE. 2001-2010. Committee responsibilities included Chair of Nominating and Governance Committee (2002-2010), Audit Committee member (2001-2005), and Human Resource and Compensation Committee (2005-2010).
- Supported the concept and planning program for a higher education center in downtown Kingsport that was soon adopted and implemented by Mayor Dennis Phillips, City Manager John Campbell, Kingsport Times Publisher, Keith Wilson, and Dr. Bill Locke, President of Northeast State Community College. King was the first institution to offer a bachelor's degree in downtown Kingsport, the largest city in the State of Tennessee without a four-year college or university.
- Facilitated public-private partnerships with Tennessee and Virginia Community College Systems and the City of Kingsport, developing fourteen new instructional locations. King became the largest recipient of transfer students among Tennessee independent institutions from public institutions in Tennessee in 2012, 2013, 2014, and 2015 as reported in the Tennessee Higher Education Commission (THEC) Annual Report on Articulation and Transfer.
- Increased financial resources available to the institution by successfully completing two capital campaigns. The total funds raised exceeded \$65 million.
- Fostered the expansion of faculty professional development programs resulting in more student-faculty research projects, greater use of instructional technologies, more effective utilization of individual professional development plans, and the achievement of outcomes-based initiatives. This includes NSF and HHMI funded student-faculty research projects and STEM-related projects with the Knox County School System. Conversations with the Oak Ridge Associated Universities (ORAU) were initiated and opportunities for collaboration were in development.

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- Conducted and participated in strategic planning programs for not-for-profit organizations and for-profit entities across a range of industry sectors including healthcare, higher education, municipal government, nationally recognized professional sports venue and a NYSE pharmaceutical company.
- Learned the principles of quality management and strategic planning from senior staff at Eastman Chemical in Kingsport, TN and from involvement in the Tennessee Center for Performance Excellence Program(s). The implementation of these quality management principles led to a Tennessee Quality Award, with Special Recognition for Global Awareness, 2000, for the organization.
- Engaged economic development and workforce development initiatives addressing healthcare, business and education sectors, partnering with regional economic development and workforce development entities, municipalities and counties.
- Participated in community service and engagement programs by collaborating with community leaders from Bristol, Kingsport, Knoxville, Nashville/Williamson County Chambers of Commerce, United Way, Regional Healthcare Systems, and City and County School Systems on various projects and programs. This included discussions with State Legislators and Governors in Tennessee and Virginia regarding a range of topics.
- Grew total assets of King University by 197% between 1997-2013 which includes endowment and physical plant. The endowment grew by 169% and the value of the physical plant by 134% resulting from new construction.
- Increased net tuition revenue of King University by 729%. 1997-2013. A new business model for the 21st century was developed based upon repeatable net revenues by expanding programs, new instructional locations, and new delivery systems. This business model created a sustainable competitive advantage. All of these initiatives led to increased enrollment, resulting in fourteen consecutive years of record-breaking enrollment.
- Developed The Learning Commons in Nicewonder Hall, October 2013, to facilitate the adoption of new instructional technologies for on-ground, traditional and non-traditional instructional environments, and for online programming and delivery. This initiative was accompanied by the expansion of the institution's technology infrastructure including the ERP, operational capacity of the servers and teleconferencing resources. This initiative led to the successful development and implementation of online programs.
- Requested gifts in excess of \$1 million. The largest gift requests in which I have participated as the primary spokesperson were in excess of \$10 million; several of the gifts/pledges at this level were secured.

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- Facilitated campaign planning in partnership with colleagues, conducted donor research and interviews, collaboratively developed campaign presentations and materials, worked with fund-raising consultants, cultivated and secured lead campaign gifts, devised and implemented strategies to close out campaigns, managed the annual fund, supported alumni initiatives and worked with foundations and funding entities.
- Supported the development of financial pledges of more than \$65 million in cash, real estate and in-kind gifts (2008-2011) in support of medical education in partnership with local and regional governmental entities, medical education, healthcare systems, physicians, and private donors; the project is currently under development by an independent board in Virginia. Key results include attainment of initial LCME accreditation, site location, architectural renderings, and partnerships. These initiatives supported the successful launch of the project to the next level of accreditation (currently in process). 2008 -2011
- Worked successfully in a federally regulated work environment, had profit & loss responsibility, led significant organizational growth by developing business strategies and supervising their implementation, and have created change management programs to facilitate growth. Managed operational processes comprehensively including the areas of strategic planning, budget formation, compliance, performance goals within an annual plan.
- Developed the conceptual framework and organizational business plan in the context of a comprehensive marketing plan. Created internal and external communication strategies that reiterated the importance of the organization's vision, mission and brand.
- Facilitated the development and supervision of the organization's budget. Monitored expenditures, analyzed variances, managed reports, authorized allocations, and controlled the budget which led to improved financial performance. Provided leadership in the context of administrative transition and addressed issues critical to the operation of the organization.
- Managed the development and implementation of the organization's Master Plan.
- Advocated the development of the Student Success Program which focuses upon student retention, internships and career services. Complementing these changes were additional program developments including the Student Support Specialists Program (2009) and the addition of Student Success Specialists (2012). This included the development of an online Student Portal through which students can access pertinent information. These programs were developed within the Student Affairs Department and Information Technology Department. 2012.

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- Advocated and fostered a positive disposition toward compliance within the organization. This resulted in the seamless integration of accrediting standards into the institution's culture and operations. The compliance office was also expanded. Professional development programs related to accreditation, assessment, and outcomes-based education were developed.
- Supervised the development of organizational structures, policies, and procedures, including technology programs that provided greater organizational alignment with the organization's strategic initiatives. This includes seven administrative councils to facilitate planning, interdepartmental communication, preparation of reports and institutional compliance. The seven councils are the following: Accreditation, Administrative, Community Engagement, Institutional Research, Research, Retention and Compliance. Engaged economic development and workforce development initiatives addressing healthcare, business and education sectors, partnering with regional economic development associations, municipalities and counties. These initiatives fostered transparency and collaboration.
- Suggested the development of global studies programs such as the Montepulciano program In Italy, a biennial study program to Tuscany led by King Faculty. This was built upon the liberal arts programs of the College. Global Study Programs and international student recruitment are areas in which I have been proactively engaged.
- Expanded the number of Institutes from The Frederick Buechner Institute (Literature, 2007) and the King Institute for Regional Economic Studies (Economic Development, 2010) to also include the Security and Intelligence Studies (National Security, 2012), and the Middle East Studies Center (Archaeology and Ancient History, 2013). Each Institute or Center has a Director.
- Initiated innovative programming such as the D.C. Experience for First Year students, a trip to Washington D.C. in which freshmen participate on an annual basis as part of their First Year Experience. Students are encouraged to explore career interests during the visit to Washington D.C. Student Affairs Staff and Faculty lead the trip. The emphasis upon career planning and placement was further strengthened by the creation of the Career Success Center and the Career Matrix.
- Suggested and planned the transition to NCAA D-II in 2007. Became a member of NCAA in June 2010 and immediately joined NCAA Conference Carolinas in 2011. This followed a three year application process that began in 2007. The VP for Student Affairs with the support of many colleagues facilitated this process.

EDUCATION

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Wake Forest University-Babcock Graduate School of Management, M.B.A., January 2004.
Joel A. Weston Scholar

Hebrew Union College-Jewish Institute of Religion, Cincinnati, Ohio, Ph.D. Hebraic and
Cognate Studies/Near Eastern History, 1987.

Trinity Evangelical Divinity School, Deerfield, Illinois, M.A. in Old Testament; M.Div., 1976,
1977

Belhaven College, Jackson, MS, BA. Religion, 1973

ADMINISTRATIVE AND ACADEMIC EXPERIENCE. *President*, October 1997 to February 2014, King University [formerly King College], 1350 King College Road, Bristol, Tennessee. *Provost and Acting President*, December 1996-October 1997, *Acting President*, Spring 1992, King College, Bristol, Tennessee. *Vice President of Academic Affairs/Dean of the Faculty*, 1990-1997. King College, Bristol, Tennessee. *Acting Dean of Faculty*, November 1989-1990, King College, Bristol, Tennessee. *Member of the Faculty* from 1980-89.

SPECIAL STUDIES: Classical Greek Language and Literature; New Testament Greek Language and Literature. Ancient Languages: Sumerian, Akkadian, Old and Neo-Babylonian, and Old and Neo-Assyrian, Ugaritic, Hebrew and Aramaic. Religious Studies: Hebrew Scriptures, New Testament Studies, Archaeology, and Historical Geography. Ancient History and Culture. Hebrew Paleography with Dr. David Noel Freedman, Director of Albright Institute of Archaeological Research, Jerusalem, Israel, 1977.

SCHOLARLY CONTRIBUTIONS: Conference Papers: "Canon, Deuteronomy and the 'Descriptive' Canonical Method," Southeast Regional Meeting of the Evangelical Theological Society, Spring 1983; "Usury and Land Tenure: The Tidennutu Transaction of Nuzi and Biblical Literature," Southeast Regional Meeting of the Society of Biblical Literature, Spring 1986; "The Institution of the Tidennutu in Nuzi Society," ASOR Nuzi Symposium, Annual Meeting of the American Society of Oriental Research, Boston, Massachusetts. 1987: "Patriarchal Customs and the Nuzi Archive: A Reassessment," Annual Meeting of ASOR, Chicago, 1988 and at the Southeast Regional Meeting of SBL, Atlanta, Georgia, 1989.

Scholarly Activities: Review of Werner Schmidt, Old Testament Introduction, Crossroad, 1984 in *Interpretation*. January, 1986. Baker Dictionary of the Bible; The International Standard Bible Encyclopedia, Revised; The Eerdmans Bible Dictionary. Publications: "Contract Duration and Extension: A Study in the Land-Field Tidennutu Texts of Nuzi," Studies on the Civilization and Culture of Nuzi and the Hurrians. Volume 5. Edited by M.A. Morrison and D. I. Owen. Eisenbrauns. Dissertation: The Land-Field Tidennutu Transaction at Nuzi. University Microfilms,

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1987. "Usury, Slavery, and Land-Tenure: The Nuzi Tidennutu Transaction," *Zeitschrift fur Assyriologie*, 80(1990):76-92.

HONORS AND BOARD MEMBERSHIPS

- President Emeritus, King University, 2014
- Served on SACSCOC, the Southern Association of Colleges and Schools, Commission on Colleges, Peer Review Board, 2013-2014, and served on the SACSCOC Competency-Based/Direct Assessment Committee, 2013
- Tennessee Independent Colleges and Universities Association Board of Directors (TICUA)- 2002-2004, 2012-2014
- Member of the Kingsport Center for Higher Education Advisory Board. 2010-2012. Member of the Kingsport Center for Higher Education Commission. 2012
- NCAA II Conference Carolinas Board, Vice President, 2012-2014
- Facilitated and participated in Strategic Planning process for The City of Bristol TN. 2012
- Alumnus of the Year, Belhaven University, 2010
- Board of Directors, King Pharmaceuticals, a publicly traded company on the NYSE. 2001-2010
- Bristol United Way, Board of Directors, Campaign Chair 2006, Vice Chair, 2007. Chair, 2008
- Joel A. Weston, Jr. Scholarship, Wake Forest University, Babcock Graduate School of Management, 2002-2003
- Member of Rotary International and the Rotary Bristol Noon Board
- Paul Harris Award, Rotary Bristol Noon Club
- Isle Hitchman Fellowship, Hebrew Union College-Jewish Institute of Religion, 1983-84, 1984-85
- S.H. Scheur Fellowship, Hebrew Union College-Jewish Institute of Religion, 1982-83
- Joseph and Helen Regenstein Fellowship, Hebrew Union College-Jewish Institute of Religion, 1978-80
- Erna and Julius Krouch Scholarship, Hebrew Union College-Jewish Institute of Religion, 1977-78
- Served on the Regional Alliance for Economic Development, an economic development organization for East Tennessee
- Served as Chairman of the Executive Committee and Board of Directors of the Bristol Chamber of Commerce, 2001
- Ordained July 1, 1979, Presbyterian Church, USA. Member of Holston Presbytery
- Jerusalem University College, Jerusalem, Israel. Member, Board of Directors, 1985-1987

Learning is a multifaceted experience, utilizing sensory integration, cognitive functions, knowledge bases, social narratives, and distinct language sets. Learning is significantly affected by interaction with fellow learners, the learning environment, and the teacher. Previous and awkward learning experiences, personal distractions, and a varied set of unidentified social and emotional dissonances adversely affect student performance. It's a complex environment, often managed cautiously, sometimes awkwardly, with mixed learning results. Some students enter the learning experience with alacrity, with more focus, and with better preparation. They adapt to the varied learning experiences in higher education and succeed. Others may not fare as well.

This multifaceted experience, the complex dynamic process known as learning, is often addressed judiciously among faculty and administrators in the broader context of recruitment, retention, progression and graduation, yet the provenance of learning is found in environments conducive to the complex assimilation of cognitive skills and information. These are environments where distractions are minimized and students' concentration levels are well focused. Faculty can easily detect high levels of angst during the first class of the semester, which is an opportunity to define the prospective learning experience and to create an environment that is distinctively student-centered and focused on course objectives.

There are several key principles which foster effective learning, though we recognize that students will engage the learning experience differently for a lot of reasons. These principles should:

- Define the learning objectives for the course and demonstrate the value of these objectives in theoretical and applied learning contexts. The value proposition should be compelling for personal and professional reasons.
- Establish the scope of the requisite knowledge bases, those which the student should already possess and those which the student will acquire throughout the course. Create a reading list for those students who may have gaps in their knowledge.
- Utilize a variety of instructional technologies and pedagogical formats to engage student learning.
- Acknowledge that each student has pre-determined the value of the course for himself/herself relative to his/her individual goals, personally and professionally. The course will simply be more important to some than others, though engaged students will often find value where they expected none.

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- Manage student expectations. Stay on schedule, follow the syllabus and administer tests in a timely manner.
- Create learning experiences which reflect cognitive theory supported by research. Assisting students in transferring information from short term memory to long term memory is a disciplined enterprise which requires a research-informed regimen or exercising the brain. Learning requires effort, purposeful mental discipline which assists the student in inculcating various types of cognitive skills and knowledge sets. This is done incrementally by the student and requires active mental engagement beyond the classroom. (Peter Brown, Henry Roediger III, and Mark A. McDaniel. Make It Stick: The Science of Successful Learning (Harvard, 2014).

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