

ANDREW T. ARROYO, Ed.D.

CURRICULUM VITAE

(LAST UPDATED JULY 2025)

Senior Vice Provost for Academic Affairs
Interim Founding Dean, reimagined University College
Professor of Educational Leadership
Virginia Commonwealth University
Richmond, VA

HIGHLIGHTS

Over 30 years in operational and strategic leadership roles in and outside higher education.

- Decade in community engagement as a non-profit founder, living and working in distressed neighborhoods for participatory revitalization
- For-profit sector experience in sales and training, largely in the fitness industry
- Non-traditional adult career switcher and doctoral student in mid-thirties
- Faculty roles (adjunct, term, tenure-track, tenured) teaching undergraduate and graduate students face to face and fully online
- Research and scholarship focus on higher education and futures studies
 - 32+ books, chapters and journal articles
 - Creator of original and most-cited theory framework on HBCUs with implications and applications for all institutions and students ([HBCU Nation radio interview](#))
 - Author of original [Swift Futuring](#) organizational change framework
 - Current academic research projects underway implementing Swift Futuring study and involving students in a vertically integrated project (IRB pending as of 7/12/2025)
- Former career pathways initiative director, securing over \$3m in external funding
- Over a decade in central provost office administration with direct experience in academic affairs, faculty affairs, student affairs, student success and enrollment management
- Currently:
 - Senior vice provost for [academic affairs](#) with focus on ensuring the academic enterprise is both compliant and innovative; partnering with all deans on Monroe Park, Health Sciences and VCUarts Qatar campuses
 - Interim founding dean of a reimagined [University College](#) focused on interdisciplinary innovation with multiple academic programs and university-level service centers in service to the entire institution

EDUCATION

- 2010 Doctor of Education, Higher Education (emphases on pedagogy and organizational leadership), Regent University, Virginia Beach, VA
- Dissertation: “Toward a Theory of Historically Black College and University (HBCU) Distinctiveness: A Case Study of Norfolk State University.” Committee: Louis B. Gallien, Jr.; Michael K. Ponton; Marybeth Gasman (external member from University of Pennsylvania)
- 2007 Master of Arts, Humanities (emphasis on philosophy), Old Dominion University, Norfolk, VA (21 credits earned toward degree to teach philosophy at the community college level)
- 1998 Master of Arts, Biblical Studies (emphases on Greek and Hebrew translation), Regent University, Virginia Beach, VA
- 1995 Bachelor of Arts, Philosophy, Old Dominion University, Norfolk, VA (78 credits earned toward degree; entered master’s program through an accelerated pathway)

Funded Awards

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

ACADEMIC ROLES AND RESULTS

VIRGINIA COMMONWEALTH UNIVERSITY, RICHMOND, VA FEBRUARY 2019 – PRESENT
VCU is a complex institution, one of Virginia’s premier R1s enrolling 28,000+ students in over 240 academic programs, holds Carnegie Community Engagement status and has an academic health sciences campus. VCU is accredited by SACSCOC (reaffirmed with no formal recommendations for 10 years in December 2024).

APPOINTMENTS AND SELECTED RESULTS

Professor, Educational Leadership, VCU School of Education (February 2019 – Present; promoted from associate May 2025)

Senior Vice Provost for Academic Affairs (March 2023 – Present; promoted from interim in April 2024 following a national search)

Serving on the provost’s executive leadership team, responsible for leading the academic enterprise to promote compliance and innovation among 14 academic schools/colleges.

Represent the provost on SCHEV's Instructional Programs Advisory Committee (IPAC), the state's advisory body of Chief Academic Officers. Oversee nearly 100 full-time staff plus faculty fellows and directors in several units: Academic Planning & Institutional Effectiveness (including SCHEV and SACSCOC); Office of the University Registrar (dotted line with VP for Strategic Enrollment Management and Student Success); Learning Experience Design Studio; VCU Continuing and Professional Education; and academic and experiential learning initiatives for undergraduate, graduate and professional programs. Details at academics.provost.vcu.edu.

Interim Founding Dean, reimagined University College (July 2024 – Present)

Appointed by the provost to build a new University College for the future that doubles as a degree granting college and a university-level office. The idea for this unit emerged from the One VCU Academic Repositioning Task Force (repositioning.vcu.edu). Oversee ~50 faculty and staff. The undergraduate and graduate degree programs focus on interdisciplinarity and innovation. The university level office includes the da Vinci Center for Innovation and Transformative Learning, together encompassing REAL (relevant, experiential and applied learning), undergraduate research, vertically integrated projects (VIPs), and service learning, among other opportunities open to all VCU students.

The University College also houses interdisciplinary programs created by school/college faculty from across VCU through Convergence Labs. Planning is underway for a university-level academic focused internships and co-ops office.

Assistant and Associate Vice Provost for Academic Programs & Policy (April 2020 – April 2024; promoted from interim AVP in 2021)

Responsible for academic proposals requiring state approval; VCU Bulletin; academic affairs policies; accelerated and dual degree programs; high school dual enrollment; academic agreements; and supporting the SVPAA on special projects.

Director (inaugural) for Academic Programs & Policy (February 2019 – March 2020)

Selected Results as SVPAA, AVP, and Director:

Organizational Leadership

- Increased collaboration between academic affairs and other central units to better support 14 academic schools/colleges.
- Implemented the largest strategic reorganization of academic affairs in VCU's history to improve the stakeholder experience with greater accuracy, creativity, and efficiency.
- Worked with provost office budget unit to create the first complete academic affairs budget while reducing unnecessary contracts and other expenses.

- Led the development and implementation of the inaugural joint academic affairs / University College 2025-2028 [strategic plan](#).
- Led yearlong swift futuring effort to collectively develop an aspirational theme to ground our organizational culture: “Academic Affairs ADAPTS (always developing, always progressing, transforming and sustaining).” Instituted the ADAPTS awards for staff.
- Created a new academic affairs Help Desk (500+ tickets in first two years) to improve support to VCU’s schools/colleges.
- Established new leadership and professional development funding for academic affairs leadership team and staff.
- Developed succession planning with cross training to ensure operational continuity.
- Launched new unit (LEDstudio) to support faculty in instructional design and other innovative pedagogies across all course modalities.

Faculty Affairs and Shared Governance

- Promoted full-time faculty leadership and shared governance by establishing seven new permanent faculty director positions in academic affairs: general education (x2), Quality Enhancement Plan (x2), vertically integrated projects (x2), Convergence Labs (x1).
- Collaborated with the provost and Senior Vice Provost for Faculty Affairs to develop language that would allow faculty to count contributions to transformative learning as teaching in annual evaluations and P&T.
- Co-led the development of VCU’s first comprehensive faculty credentialing approach.
- Instituted multiple new streamlined processes for curriculum approvals to allow faculty the ability to offer new courses and programs in record time. This achievement involved a staff reorganization and collaboration with VCU shared governance bodies including university curriculum committees, University Council, and the Board of Visitors.
- Worked with ConnectED faculty to launch the new combined General Education Council (GEC) and a direct-to-faculty assessment approach.

Academic Programs (all modalities)

- VCU Online: Dismantled former VCU Online unit. Collaborated with the VPs of Strategic Enrollment Management and Student Success and Enterprise Marketing and Communications on a new holistic infrastructure for centrally supporting fully online programs leading to record growth. Jointly created a fully online programs operations team.
- Developed and implemented 8-year academic program review for all VCU degree programs with action plans updated every October in the off years. Launched APR with the School of Medicine as the first cohort in 2020.
- Spearheaded and brought to a successful conclusion VCU’s first year-long program productivity analysis to categorize 100% of certificate and degree programs ($n = 240+$)

for four actions: sunset, maintain, modify, invest. Success was due to empowering the academic deans who worked with their faculty to make decisions in a shared governance environment.

- Collaborated with Council of Deans and Associates Forum to institute VCU's first multi-year academic planning approach for new program proposals and organizational change proposals to reduce inter-school/college duplication and increase collaboration while better understanding the needed resource allocations. Academic planning also informs the state's six-year plan requirement.
- Implemented cohort-based, streamlined approach to academic program and organizational change proposals requiring State Council of Higher Education for Virginia (SCHEV) approval.
- Led first major update of CourseLeaf (CAT/CIM) catalog software to enhance its functionality, including the development of new forms.
- Launched VCU's first credit-inclusive microcredentials with digital badging.

Non-Credit Programs

- Reorganized and refocused VCU Continuing and Professional Education to focus on innovative programming using VCU faculty to deliver instruction and revenue generation. Led refresh and repurposing of the CPE facility.
- Created the Instructional Innovation Council to create connections between credit and non-credit courses and programs for increased student enrollment and engagement across all modalities. Example: Sponsored the development of non-credit Ethics of AI short course developed and delivered by two VCU philosophy faculty.
- Developing innovative "Ram Recharge Unlimited," a free annual retooling opportunity for 100% of VCU alumni.

Institutional Accreditation

- In 2019, contributed to a successful SACSCOC fifth-year interim report receiving no recommendations.
- In 2024, oversaw a successful SACSCOC decennial reaffirmation of accreditation and new "Every Ram's a Researcher" Quality Enhancement Plan receiving no recommendations.

Policies and Regulations

- Worked with shared governance bodies to establish transparent policies and protocols in the VCU Policy Library and academic regulations. Examples include: Substantive change; textbook adoptions and sales; syllabus; LMS; sale of goods and services; pass/fail.

- Co-led university implementation of new 2020 federal regulations for professional licensure disclosures along with an original implementation guide and information clearinghouse on provost's website.
- Created three new handbooks with operational policies and protocols: Academic Affairs Handbook, Academic Program Review Handbook, and Dual Enrollment Handbook.

Experiential Learning

- Led VCU to 100% Transformative Learning goal a year early, resulting in every undergraduate degree program having a REAL level 3 or 4 designated course.
- Oversaw new Transformative Learning initiative which grew undergraduate research fellowship proposals by 55% in two years.
- Established and grew university-level vertically integrated projects ([VIPs](#)) in a curricular model.
- Revived service learning after a multi-year hiatus.
- Supported innovative academic partnerships to create opportunities for faculty and students by overhauling academic agreements process and establishing an innovation paralegal position to liaise with VCU University Counsel.

Other Innovations

- Launched AI Guidebook for Students (aiguidebook.vcu.edu).
- Expanded high school dual enrollment with the full engagement of participating schools/colleges and enhanced collaboration with enrollment management and student success.
- Facilitated the resolution of academic student appeals and complaints in a timely fashion with positive outcomes.
- Oversaw addition of over 40 new accelerated bachelor's to master's programs and development of new policies and protocols for advising and tracking students.

Additional Selected Results as Interim Founding Dean, University College:

- Implemented one of the three significant outcomes of the One VCU Academic Repositioning Task Force (repositioning.vcu.edu): the establishment of a unique academic unit that is both degree granting and a university-level office for experiential learning initiatives serving all VCU students.
- In FY 25 oversaw the merger of multiple units to create a new standalone unit launched in FY 26. This accomplishment required significant fiscal and HR work plus culture building and brand development.
- Led the development and implementation of inaugural strategic plan.
- Collaborated with Council of Deans to implement the model for housing interdisciplinary curricula developed through Convergence Labs, allowing faculty in VCU's traditional

schools/colleges a neutral space outside the RCM budget model to work together in new ways.

- Launched the university's first-ever truly interdisciplinary minors (Practical Artificial Intelligence and Mixed and Immersive Reality Studies) in record time (six weeks for Practical AI).
- Launched VCU's first portfolio-based prior learning assessment (PLA) approach to enable non-traditional students to gain credit toward their degree for real world work experience.
- Reorganized advising unit to better serve students from all backgrounds and to include Life Design.
- In FY 26, overseeing APR of University College academic programs; working with faculty to develop new bylaws with clear standards for annual evaluation, promotion and faculty development

NORFOLK STATE UNIVERSITY, NORFOLK, VA
2019

JANUARY 2008 – FEBRUARY

Founded in 1935 during the Great Depression and because of segregation, NSU is classified as a historically Black college or university (HBCU). NSU is accredited by SACSCOC.

APPOINTMENTS AND SELECTED RESULTS

Assistant and Associate Professor with tenure, Interdisciplinary Studies (January 2008 – February 2019; promoted and tenured 2015; IDS was a standalone major and served the School of Education)

Faculty Director (inaugural) for Learning Communities (August 2014 – December 2016)

Jointly appointed by the provost and the Vice President for Student Affairs. Partnered with the staff co-director to develop, implement, and scale a cohort and curriculum-based student learning communities model. Funded by Title III.

Faculty Director (inaugural) for Career Pathways Initiative (2016)

Jointly appointed by the president and provost. Partnered with staff co-director to secure funding and lead a new UNCF-funded career pathways initiative.

Director (inaugural) for Student Pathways & Academic Formation and Chair for Spartan Seminars (January 2017 – February 2019)

Appointed to lead new student and faculty-facing unit in the Office of the Provost that was the outgrowth of the Career Pathways Initiative. The goal of the unit was to assist students

with their transition to college and provide skill development opportunities for college rigors and beyond. Also served as chair for the required three-course Spartan Seminar series, overseeing ~50 faculty with secondary appointments.

Selected Results:

Faculty

- As Interdisciplinary Studies faculty, collaborated with colleagues to completely overhaul the curriculum in traditional and fully online modalities. Changes included incorporating more non-western thought into a philosophy-type course and revising the interdisciplinary research methods course to better serve non-traditional and School of Education students.
- As Director and Chair, established six inaugural faculty liaison positions with appointees from each school/college.

Chair of Spartan Seminars

- Led the curriculum development for the SEM 101, 102, and 201 required sequence. SEM 201 was an innovative ethnographies of work course designed to engage and expose all sophomores in early-stage career exploration.
- Worked collaboratively with Spartan Seminar faculty's primary department chairs to help faculty balance their respective responsibilities between their home departments and Student Pathways and Academic Formation. Also helped to ensure the ~50 faculty teaching SEM courses received appropriate credit on the annual teaching evaluations and in P&T.
- Created and embedded an innovative digital civic engagement initiative for 1,000+ freshmen in response to the state-required civic engagement competency.

Career Preparation for Students

- Implemented, for first time at NSU, the NACE First Destination Survey (2x).
- Coordinated with career services and institutional research for data collection and dissemination.
- Developed first university-level bylaws for industry advisory boards.
- With Director for Career Services, worked with all academic deans to hold group training and individual consultations for new and expanded industry advisory boards.
- Expanded undergraduate research symposium to include mandatory freshman attendance for early exposure.
- With Director for Career Services, expanded NSU Career Fair to include mandatory freshman attendance for early contact with employers.

Advising Center

- Collaborated with the provost on the restructuring of freshmen and sophomore advising / student success center to focus on meta-major advising for career preparation.
- Developed the Title III funded budget.

Student Complaints/Concerns

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

Student Learning Communities

- Co-developed an original HBCU-based model for student learning communities.
- Recruited and trained faculty leads, maintained academic quality of learning community experiences and scheduled learning community courses.
- Led learning communities enrolling over 1,000 freshmen and sophomores.

Compliance and SACSCOC Accreditation

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

HBCU Consortium

A unique partnership of three public HBCUs in three states.

- Co-Founder and Co-Director
- Interacted extensively with University Presidents, Provosts and other senior leaders from the three institutions.
- Led three inaugural inter-institutional faculty learning communities (digital technology; active and collaborative learning; entrepreneurial leadership) involving 50+ faculty and staff.
- Co-led four onsite, multi-day convenings of key consortium stakeholders including faculty, staff and administrators.
- Co-managed \$1.5m budget to allocate limited resources for maximum impact.

OTHER ACADEMIC APPOINTMENTS (2005-2022)

2022	Graduate Affiliate Faculty, Department of Educational Leadership, Policy and Technology Studies, The University of Alabama
2014-present	Affiliate, mentor, and facilitator, Center for Minority-Serving Institutions, University of Pennsylvania (2014-2019); Rutgers University (2019-pres.)

2007-2018 Instructor (adjunct), Philosophy, Tidewater Community College
 2005-2017 Other Instructor appointments (adjunct) (philosophy, religion, education), various institutions (Hampton University, Regent University, Thomas Nelson Community College)

EXPERIENCE OUTSIDE HIGHER EDUCATION (1995-2015)

Held numerous roles outside higher education in non-profit and for-profit sectors. Many roles overlapped.

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

RESEARCH AND SCHOLARSHIP

[Google Scholar](#)

Research lines:

- A) Organizational leadership and administration including futures studies
- B) Student success
- C) Theory development and/or testing

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

Books (*n* = 5)

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

Routledge. [Research Lines: A, B]

2. **Arroyo, A.T.**, Maramba, D.C., Allen, T.O., Khalil, D., & Palmer, R.T. (Eds.) (Fall 2019). *Models and bridges for supporting students at minority serving institutions*. New Directions for Student Services. San Francisco: Jossey-Bass. [Research Lines: A, B]
3. ****Commodore, F., **Baker, D., & Arroyo, A.T.** (2018). *Black women college Students: A guide to student success in higher education*. New York: Routledge. [Research Lines: B, C]
4. Palmer, R.T., Maramba, D.C., **Arroyo, A.T.**, Allen Ozuna, T., & Boykin-Fountaine, T. (Eds.) (2018). *Effective leadership at minority serving institutions: Exploring opportunities and challenges for leadership*. New York: Routledge. [Research Line: A]
5. Palmer, R.T., **Arroyo, A.T.**, & Flowers, A. (2017). *The African American student's guide to STEM careers*. Santa Barbara, CA: Greenwood Press. [Research Line: B]

Chapters (n = 13)

1. Ericksen, K., Eason, A., Bazemore, A., & **Arroyo, A.T.** (2021) Mining students' cultural capital wealth: A learning communities approach. In R.T. Palmer, D.C. Maramba, T.O. Allen, & A.T. Arroyo (Eds.), *Understanding the work of student affairs professional at minority-serving institutions*. Routledge. [Research Line: C]
2. Khalil, D., Allen, T.O., **Arroyo, A.T.**, Palmer, R.T., & Maramba, D.C. (2019). Final thoughts. In A.T. Arroyo, D.C. Maramba, T.O. Allen, D. Khalil, & R.T. Palmer (Eds.), *Models and bridges for supporting students at minority-serving institutions* (pp. 111-114). New Directions for Student Services. San Francisco: Jossey-Bass. [Research Line: B]
3. Kirby, M.D., Fitzgerald, F.M., Marable, R., Eason, A.L., Nicholson, S., & **Arroyo, A.T.** (2019). Student learning communities: An avenue to academic affairs and student affairs partnerships at historically Black colleges and universities. In A.T. Arroyo, D.C. Maramba, T.O. Allen, D. Khalil, & R.T. Palmer (Eds.), *Models and bridges for supporting students at minority-serving institutions* (pp. 11-21). New Directions for Student Services. San Francisco: Jossey-Bass. [Research Line: B]
4. Maramba, D.C., Palmer, R.T., **Arroyo, A.T.**, Allen, T.O., & Khalil, D. (2019). Editors' notes. In A.T. Arroyo, D.C. Maramba, T.O. Allen, D. Khalil, & R.T. Palmer (Eds.), *Models and bridges for supporting students at minority-serving institutions* (pp. 5-10). New Directions for Student Services. San Francisco: Jossey-Bass. [Research Line: B]

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

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

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

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

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

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

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

12. **Arroyo, A.T.** (2014). White professors at HBCUs: On becoming equal contributors for Black student success. In K.Y. Holmes, E.A.W. Duncan, & T.E. Zinn (Eds.), *Diverse Perspectives in College Teaching* (pp. 1-12). The Society for the Teaching of Psychology (Division II of the American Psychological Association). [Research Line: B]
13. Hill, B., & **Arroyo, A.T.** (2005). A new breed of leaders: How coaching is transforming the way leaders lead. In J. Umidi (Ed.), *Transformational Coaching* (pp. 111-136). Virginia Beach, VA: Xulon Press.

Refereed journal articles ($n = 15$)

1. Arroyo, A.T. (2025). An autoethnography of Swift Futuring in practice. *Journal of Futures Studies*. [Research Lines: A, C]
2. Arroyo, A.T. (2024). Toward a new approach for “Swift Futuring:” With a use case of minority-serving institutions (MSIs). *Journal of Futures Studies*. [Research Lines: A, B, C]
3. Jayakumar, U.M., Adamian, A.S., Grummert, S.E., Schmidt-Temple, C.T., & **Arroyo, A.T.** (2021). Why are all the white kids sitting together in the cafeteria?: Toward challenging constructions of a persecuted white collective. *Education Sciences, 11*. [Research Line: B]
4. ****Baker, D., Arroyo, A.T.,** Braxton, J., & Gasman, M. (2021). Expanding the student persistence puzzle: Student persistence and success within the residential historically Black college and university context. *Journal of College Student Retention: Research, Theory, & Practice, 22*(4), 676-698. [Research Line: C]
5. ****Baker, D., Arroyo, A.T.,** Braxton, J., & Gasman, M. (2020). Student persistence at commuter HBCUs: A longitudinal test of a theoretical model. *Journal of College Student Development, 61*(1), 34-50. [Research Line: C]
6. Palmer, R.T., **Arroyo, A.T.,** & Maramba, D.C. (2018). Exploring the perceptions of HBCU student affairs practitioners toward the racial diversification of Black colleges. *Journal of Diversity in Higher Education, 11*(1), 1-15. [Research Line: A, B]
7. **Arroyo, A.T.,** Palmer, R.T., Maramba, D.C., & Louis, D.A. (2017). Supporting racially diverse students at HBCUs: A student affairs perspective. *Journal of Student Affairs Research and Practice, 54*(2), 150-162. [Research Line: A, B]
8. **Arroyo, A.T.,** Palmer, R.T., & Maramba, D.C. (2016). Is it a different world? Providing a holistic understanding of the experiences and perceptions of non-Black students of

historically Black colleges and universities. *Journal of College Student Retention: Research, Theory, & Practice*, 18(3), 360-382. [Research Line: B]

9. Palmer, R.T., Wood, J.L., & **Arroyo, A.T.** (2015). Toward a model of retention and persistence for Black men at historically Black colleges and universities (HBCUs). *Spectrum: A Journal on Black Men*, 4(1), 5-20. [Research Line: C]
10. **Arroyo, A.T.**, ^***Kidd, A.R.**, ^***Burns, S.**, ^***Cruz, I.J.**, & ^***Lawrence-Lamb, J.** (2015). From midnight to daylight: How a professor and four undergraduate students experienced an original philosophy of teaching and learning in two online courses. *Journal of Transformative Education*, 13(4), 341-365. [Research Line: B]
11. **Arroyo, A.T.**, & Gasman, M. (2014). An HBCU-Based Approach for Black College Student Success: With implications for all institutions. *American Journal of Education*, 121(1), 57-85. [Research Line: B]
12. **Arroyo, A.T.** (2014). A composite theoretical model showing potential hidden costs of online distance education at HBCUs: With implications for building cost-resistant courses and programs. *Online Journal of Distance Learning Administration*, 17(1). <http://www.westga.edu/~distance/ojdla/spring171/arroyo171.html> [Research Line: A, C]
13. Cramer, E., **Arroyo, A.T.**, & Ford, C.H. (2012). An account of an inter-institutional faculty learning community on addressing issues of diversity and oppression in the classroom. *Learning Communities Journal*, 4, 5-35. [Research Line: A, B]
14. **Arroyo, A.T.** (2010). It's not a colorless classroom: Teaching religion online to Black students using transformative, postmodern pedagogy. *Teaching Theology & Religion*, 13(1), 35-50. [Research Line: B]
15. **Arroyo, A.T.** (2009). Orienting public Historically Black Colleges and Universities for the future: Aligning their historic mission with appropriate pedagogical policy. *The Journal of Race and Policy*, 5(1), 67-76. [Research Line: A]

Innovative Scholarship in Digital Humanities

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

Book Reviews

1. Palmer, R.T., **Arroyo, A.T.**, & Gibson, C. (2016). Exploring issues of diversity within HBCUs [Review of the book *Exploring Issues of Diversity within HBCUs*, by Ted N. Ingram and Colleagues.] *Teachers College Record*. Date Published: May 25, 2016.
2. **Arroyo, A.T.** (2014). What schools teach us about religious life [Review of the book *What Schools Teach Us about Religious Life*, by D. Heischman.]. *Teachers College Record*, Date Published: October 15, 2014.

Refereed Conference Presentations

1. Eason, A., Fitzgerald, F., Nicholson, S., & **Arroyo, A.T.** (2020, March). *Keeping it HIP (High Impact Practice) with learning communities: A partnership between academic affairs and student affairs at an HBCU*. Paper accepted for the 2020 NASPA Annual Conference, Austin, TX.
2. Walker, J.M., **Arroyo, A.T.**, & Willis, E.M. (2016, March). *Living-learning communities: Fostering collaboration to promote holistic student success*. Paper presented at the 98th NASPA Annual Conference, Indianapolis, IN.
3. Westbrook, T., Guyden, R., Thompson, M., & **Arroyo, A.T.** (2016, March). *The e-quality project: Highlighting matters of race, gender, and international participation in online learning communities*. Panel presentation at the joint ACCESS and Council for Distance Learning Directors in Theological Education Conference, Searcy, AR.
4. Orzuna, T., **Arroyo, A.T.**, Hernandez, E., Mutakabbir, Y., & Palmer, R.T. (2015, November). *Beyond Black and white: Racial diversity at HBCUs*. Paper accepted at the Association for the Study of Higher Education Conference, Denver, CO.
5. **Arroyo, A.T.**, Palmer, R.T., Maramba, D.C., & Louis, D.A. (2015, April). *Exploring what HBCU student affairs divisions are and can be doing to promote diversification and inclusion on HBCU campuses*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
6. Palmer, R.T., **Arroyo, A.T.**, & Maramba, D.C. (2014, November). *Exploring the perceptions of HBCU student affairs professionals toward the diversification of HBCUs*. Paper presented at the Association for the Study of Higher Education Conference, Washington, D.C.

7. **Arroyo, A.T.**, & Hays, D.G. (2014, April). *Is it a different world? Understanding the experiences of non-Black HBCU graduates*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
8. **Arroyo, A.T.**, Miller, K.O., [^]Kidd, A., [^]Lane, V., & [^]Houston, J.J. (2013, November). *We are making progress: Building an interdisciplinary studies program at an HBCU*. Paper presented at the 35th Annual Association for Interdisciplinary Studies Conference, Miami, OH.
9. **Arroyo, A.T.** (2013, April). *Enhancing equity-minded institutional self-assessment/learning: A precursor to equitable and poverty reducing college student learning and development*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
10. **Arroyo, A.T.** (2012, March). *Traditions in transition: Some theoretical considerations for scale-oriented virtual HBCUs*. Poster presented at Faculty Research Symposium, Norfolk State University, Norfolk, VA.
11. Miller, K.O., Adams, D., **Arroyo, A.T.**, & Montgomery, D. (2010, October). *Ethics and sustainability as part of an HBCU tradition*. Paper presented at the annual AIS Conference, San Diego, CA.
12. **Arroyo, A.T.** (2010, October). *Creating and deploying personal teaching philosophy statements to generate transformative engagement in online courses enrolling primarily Black students*. Paper presented at the annual HBCU Faculty Development Network Conference, New Orleans, LA.
13. Gallien, L.B., Petchauer, E.M, & **Arroyo, A.T.** (2008, March). *Problematizing and strategizing for successful passage of PRAXIS for African American college students at HBCUs*. Paper presented at the American Educational Research Association Annual Meeting, New York City, NY.
14. **Arroyo, A.T.** (2008, March). *Fight Club as an (un)likely postmodern spiritual*. Paper presented at regional American Academy of Religion conference, Atlanta, GA.

Other Publications

1. Students at the margins and the institutions that serve them: A global perspective (2015). Report by the Penn Graduate School of Education and the Center for Minority Serving Institutions. Report authors: Marybeth Gasman and Andrés Casto Samayoa. Research team:

F. Coello, **A.T. Arroyo**, [^]J. Diggs, [^]N. Rodgers, [^]N. Brisson, TH. Nguyen, M. Nettles.

2. **Arroyo, A.T.**, & Gasman, M. (2014, November 19). Breaking ground: Presenting the first non-Eurocentric, institutional student success framework. *AJE Forum: Forum of the American Journal of Education*.
3. **Arroyo, A.T.** (2014, July). Consider the source, Part II. An open letter to my White college bound friends. *MSIs Unplugged: The real story of minority serving institutions*.
4. **Arroyo, A.T.** (2014, March 18). Consider the source: An open letter to my future college going friends. *MSIs Unplugged: The real story of minority serving institutions*.
5. **Arroyo, A.T.** (2013, May). Shattering the mirror: A framework for teaching diverse populations online. *American Academy of Religion's Spotlight on Teaching*.
6. **Arroyo, A.T.**, & Ford, C.H. (2010). Doing diversity at NSU: A faculty COI explores diversity and oppression in the classroom. *R.E.A.S.O.N. Newsletter*, 2(1).
7. **Arroyo, A.T.**, et al. (2009). Active and collaborative learning at an HBCU. *R.E.A.S.O.N. Newsletter*, 1(1).

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

1. Interview with *Inside Higher Education* (Reporter: Sara Weissman). Topic: Should an HBCU Recruit White Students? June 21, 2022.
2. Presenter for 2021 VCU Center for Teaching and Learning Excellence Inclusive Teaching Practices Symposium. Title: *Publishing peer-reviewed research with undergraduates as inclusive, transformative teaching practice*. Virginia Commonwealth University. April 23, 2020.
3. Interview with *Insight Into Diversity* (reporter: Mariah Stewart). Topic: White students at HBCUs. February 10, 2021.
4. Panelist for *Intersectionality: What is the work of allies?* Vanderbilt University. February 26, 2020.
5. Facilitator and Senior Faculty Mentor for 2019 Penn *ELEVATE* Conference. Hosted by the University of Pennsylvania Graduate School of Education and the Penn Center for Minority Serving Institutions. University of Pennsylvania. May 28-30, 2019.

6. Co-Presenter (with M. Qualls & Y. Seabrooks), HBCU Consortium session at 3rd Annual UNCF Career Pathways Initiative and Data Institute Convening. Ft. Lauderdale, FL. July 24, 2018.
7. Presenter for *10th Annual African American Male Summit*. Virginia Beach Public Schools. Virginia Beach, VA. January 2017.
8. Newspaper interview with *The Virginian Pilot* (reporter: Roger Chesley). Topic: Remembering the Christmas story of the stolen Black angel. December 23, 2016.
9. Panelist for *Great Public Schools: A Basic Right and Our Responsibility (Examining Race, Class, and Gender)*. Norfolk State University, School of Education. November 17, 2016.
10. Facilitator and Senior Faculty Mentor for 2nd Annual Penn *ELEVATE* Conference. Hosted by the University of Pennsylvania Graduate School of Education and the Penn Center for Minority Serving Institutions. University of Pennsylvania. June 15-17, 2016.
11. Faculty Developer. Topic: Using Item Analysis (Reliability and Validity) in Blackboard Assessments. Faculty Development Retreat. Norfolk State University. May 12, 2016.
12. Facilitator. Topic: Student Learning Outcomes for Outside Classroom Activities. Division of Student Affairs Summer Summit. Norfolk State University. May 17, 2016.
13. Magazine interview with *Behold: A Magazine with Global Reach* (reporter: Sharon Riddick Hoggard). Topic: Post-racial America: Where race still matters... greatly. Winter 2016.
14. Senior Fellow presentation for Norfolk State University Honors College Café. Topic: Preparing for Graduate School. Norfolk State University. January 12, 2016.
15. Newspaper interview with *The Virginian Pilot* (reporter: Joanne Kimberlin). Topic: American Muslims are spreading a message: We are not a threat. December 21, 2015.
16. Television interview with WVEC News (reporter: Elise Brown). Topic: Mass shootings bring fear into forefront. December 3, 2015.
17. Panelist for *Environments of success: Supporting MSI students attending PWIs for graduate school*. Penn Center for Minority Serving Institutions. With Marybeth Gasman, Dina C. Maramba, and Levon T. Esters. July 30, 2015.

<https://www.youtube.com/watch?v=F2DIX3HAP7s>

18. Radio interview with *The HBCU Nation Radio* (interviewer: Anthony Ray). Topic: Online education at HBCUs. July 25, 2015.
19. News magazine interview with Delaware Online: The News Journal (reporter: Saranac Hale Spencer). Topic: *DSU embraces diversity after decades of segregation*. July 25, 2015.
20. Radio interview with *The HBCU Nation Radio* (interviewer: Anthony Ray). Topic: An HBCU-based model of living-learning communities. With Mr. Jonathan M. Walker.
21. Television interview with WVEC News (reporter: Mike Gooding) for a story on the Confederate flag controversy. June 23, 2015.
22. Facilitator and Senior Faculty Mentor for Inaugural Penn *ELEVATE* Conference. Conducted three invited sessions. Topics: Balancing Work and Personal Life, Developing a Research Program, and Developing Research Partnerships. Hosted by the Penn Graduate School of Education and the Center for Minority Serving Institutions. University of Pennsylvania. June 17-19, 2015.
23. Radio interview with *The HBCU Nation Radio* (interviewer: Anthony Ray). Topic: The HBCU-based educational approach for Black college student success. With Marybeth Gasman. July 11, 2015. <https://soundcloud.com/thehbcunation/arroyogassman>
24. Newspaper interview with *Spartan Echo*. Title: *NSU battles back against low enrollment* (reporter: Mahogany Waldon). April 8, 2015.
25. Faculty Spotlight Presentation for the Annual Undergraduate Research Symposium. Topic: Racial/Ethnic Diversity at HBCUs. Norfolk State University. March 24, 2015.
26. Magazine interview with *Diverse: Issues in Higher Education* (reporter: Catherine Morris) for a story about faculty diversity at HBCUs. Title: *Minority Report: White Faculty Dealing with the Challenges of Teaching at HBCUs*. Issue: March 26, 2015
27. Newspaper interview with *The Virginian Pilot* (reporter: Tim Eberly) for a story on the ethics and implications of electing clergy to local city councils and school boards.
28. Faculty Brown Bag Workshop. Title: *Promoting Black college student success*. COLA Research Center Faculty Research Series, Brown Bag Workshop, Norfolk State University,

Norfolk, VA. March, 2012.

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

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

FUNDING

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

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

COURSES TAUGHT

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

Graduate

Cross Disciplinary Research Methods (ECTL 500)*^

Multicultural Education (ETSL 540)*^

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

Undergraduate Upper-Level

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

Introduction to Interdisciplinary Studies (INT 308)*^

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

Contemporary Globalization (INT 412)*^

Critical Thinking (INT 322)

Ideas and Influences (INT 411)*^

Senior Thesis (INT 477)*

Undergraduate Lower-Level

Intro to Philosophy (PHI 101)*

Ethics (PHI 220)*

Social Ethics (PHI 226)*

World Religions (REL 231)*

Worldviews (RELS 107)

University Skills (GENE 101)

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

SERVICE

Dissertation and Doctoral Capstone Committees

Jaedda Hall, Mary Lee Magee, Sean D. Mays, Kimberly C. Young. *Reimagining On-Campus Student Employment as a Foundation for Career Readiness: Student Employment in Virginia Commonwealth University's Division of Student Affairs*. Virginia Commonwealth University, School of Education, Department of Educational Leadership, Ed.D. in Leadership. Chair: Dr. Gypsy Denzine, PhD. (2024).

Shropshire, Chris. *Historically Black Colleges and Universities and Black College Student Success*. University of Alabama. Higher Education Administration. Chair: Dr. Nathaniel J. Bray. (2023)

Kiama Bishop, Tameka Burroughs, Herbert Hill, Trisha Saunders. *Assessing Graduate Student Needs and Structures of Support at Virginia Commonwealth University*. Virginia Commonwealth University, School of Education, Department of Educational Leadership, Ed.D. in Leadership. Chair: Dr. Jeffrey Wilson, PhD. (2023).

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

Virginia Commonwealth University

2024-	4-VA Representative, Virginia Commonwealth University
2024-	Carnegie Community Engaged Reclassification Executive Committee
2024-	NISS Steering Committee
2023-	Student Employment Advisory Group
2023-	Strategic Enrollment Management Committee
2023-	CodeRVA Lab School, Board Member
2023-	Institute for Contemporary Art, Advisory Board Member
2023-	Artificial Intelligence Advisory Committee
2023-	Association for Undergraduate Education at Research Universities (UERU) Representative
2022	*Search committee for AVP for Assessment and Institutional Effectiveness
2022	Search committee for Senior Vice Provost for Faculty Affairs
2022	*Course Syllabus Policy Workgroup
2022	Integrity in Online Exams Workgroup
2022	Provost's Online Strategy Taskforce
2021-	*Academic Program Review Committee
2021	Men of Color Steering Committee
2021	Online Academic Programs Leadership Team
2021-	Member, Data Stewards Committee
2020	VCU Cares calling campaign (called 100 students over winter break)
2020	*Credit-inclusive digital badge workgroup
2020-	Academic Regulations Committee (non-voting)
2020-	Compliance advisory committee, Integrity and Compliance Office
2020	*Pass-Fail Workgroup
2020	COVID-19 academic continuity sub-committee
2020	COVID-19 student affairs sub-committee
2020	COVID-19 international sub-committee
2019	*Dual enrollment workgroup
2019	Honor system review committee

Norfolk State University

2018-2019	SACSCOC Internal Review and Writing Team, Decennial Review
2018-2019	2019-2025 Norfolk State University Strategic Plan: Academic Enterprise Team
2018	Good Teaching Creates Good Students Initiative, Office of the President
2018	Commonwealth of Virginia Delegation, Complete College America
2018	*Media and Communications Specialist Search Committee
2018-2019	*Curriculum Re-Design for Spartan Seminar Series (101, 102, 201)

2017	*Executive Director for Student Success Center Search Committee
2017	Provost's Core Framework Leadership Team
2017	Faculty Evaluation Committee
2016	*Provost's Task Force on Improving Graduation and Retention Rates
2015	*Administrators, Faculty, and Staff Annual Giving Campaign
2015	*Faculty Grievance Hearing Panel
2015	Learning Communities Coordinator Search Committee
2015	University Re-Branding Committee
2015-2016	Curriculum Committee (College of Liberal Arts)
2014-2016	Honors College Senior Fellow
2014-2015	Recruitment Committee (College of Liberal Arts)
2014	Strategic Enrollment Management Strategic Team: Alternative Admissions
2014	Faculty Search Committee
2013	Assessment Committee (College of Liberal Arts)
2012-2016	Judge, Undergraduate Research Symposium
2011-2018	Quality Enhancement Plan Implementation Committee
2011-2012	Research Committee (College of Liberal Arts)
2010-2012	SACSCOC Assessment Advisory Committee, Liberal Arts Representative
2009-2014	Retention Committee (College of Liberal Arts)
2009	Compliance Committee

Faculty Learning Communities

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

Ad Hoc Peer Reviewer Activities

SAGE Publications, Inc.

Routledge Education / Taylor & Francis

Journal of Negro Education

Urban Education

Review of Educational Research

American Educational Research Journal

Educational Researcher

Teachers College Record

Journal of Black Studies

American Educational Research Association (annual conference)

Association for the Study of Higher Education (annual conference)