JACOB COLBY BUNCH

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### Education

**Doctor of Education, Leadership and Innovation**, Arizona State University, Tempe, Arizona 2020-2003

* Assistive Technology Lifeworlds: Inclusive Qualitative Methodological Innovations for Diverse Bodyminds

Advisor: Nicole Bowers, Committee: Leigh Graves-Wolf, Emily Nusbaum, Lance Harrop

**Master of Education, Higher and Postsecondary Education**, Arizona State University, Tempe, Arizona 2018-2019

* Scaled Implementation of Universal Design for Learning in Hybrid Postsecondary

Courses, Advisor: Lindsey Dippold

**Master of Education, Special Education**, Grand Canyon University, Phoenix, Arizona, 2016-2018

**Master of Nonprofit Studies**, Arizona State University, Phoenix, Arizona 2009-2010

* Helping Nonprofits Move Past a fear of Democratic Process Involvement: A Critical Issue Understanding of How Involvement in the Policy Process Can Strengthen

Mission Implementation for Nonprofits, Advisor: Robert Ashcraft

**Graduate Certificate, Assistive Technology**, Northern Arizona University, Flagstaff, Arizona, 2011-2012

**Graduate Certificate, Disability Studies**, Arizona State University, Tempe, Arizona, Program Commence Date: January 2024, Expected: January 2025

**Bachelor of Arts, Speech Communications**, University of Texas – San Antonio, San Antonio, Texas, 2006-2008

**Associate of Arts, Speech Communications**, Blinn College, Brenham, Texas, 2003-2006

### cREDITENDIALS

**ADA Coordinator Certification**, University of Missouri, Columbia, Missouri, In Progress, Expected Date of Completion: July 2024

**Certified Nonprofit Professional**, Nonprofit Leadership Alliance – American Humanics, Kansas City, Missouri, 2008

### Professional appointments

Arizona State University, Tempe, AZ

Student Accessibility and Inclusive Learning Services

Alternative Format Services

**Program Coordinator, Sr.** June 2016-Present

* Advocates for students with respect to; publisher rights agreements for "print-related" disability and instructor compliance with principles of accessibility and accessible instructional material
* Assist with the long-range development of an Arizona State University Center for Alternative Format
* Consult with students regarding the process of alternative format accommodation as well as assistive technologies
* Tasked with developing trainings on AIM and UDL for instructor professional development
* Advises supervisor on potential technologies that may improve the Alternative Format conversion process.
* Networks with in-state colleges, universities, for and non-profit organizations to procure outside revenue through the production of alternative format materials. Provides estimates and proposals, coordinates work flow and ensures project is completed on or before schedule.
* Assists in the development of new programs, policies or procedures to streamline the production process or improve quality; coordinates programs as assigned.
* Monitors and reviews alternative format assignments and workload; revises priorities as directed by supervisor; reassigns tasks based on changing priorities to ensure timely and accurate completion of assignments.
* Revises and updates the Alternative Format Policies and Procedures and Production manuals as needed; submits all proposed changes to Alternative Format Supervisor for final approval.
* Compiles, analyzes and interprets statistical data for application to area of assignment; prepares reports; analyzes procedures and makes recommendations for improvement.
* Trains new staff to convert documents into alternative formats.
* Assists in specialized administrative or technical projects.
* Maintains a strong working knowledge of the Student Accessibility and Inclusive Learning Services policies and procedures for alternative format accommodations.

BASIS.ED, Phoenix, AZ

**Teaching Fellow** July 2014-May 2015

* Fulfill a wide range of tasks including rendering support to students experiencing academic difficulties as well as close monitoring and management of study groups to ensure an optimal learning environment.
* Deliver hands-on assistance in planning and coordination of after-school programs.
* Efficiently manage a 4th grade remedial literacy program.
* Co-teach and lesson plan for students receiving English language development support.
* Monitor weekly grades and grading period averages for each student on the special education service roster using a self-developed tracking system.
* Uses technical instructions and graphics to instruct faculty on use of electronic documents.
* Create electronic discipline referral and school suspension forms with interactive form fields.

### PRESENTATIONS

* Bunch, J. (2023). Cerebral Palsy. Arizona ADA Coordinators Coalition.
* Bunch, J. & Oberlin, J. (2023). Physical Disabilities in the Classroom. Arizona State University.
* Bunch, J. & Green, C. (2023). Assistive Technology in the Classroom. Arizona State University.
* Bunch, J. & Green, C. (2023). Alternative Format in the Classroom. Arizona State University.
* Bunch, J. (2010). The Ugly Laws: Disability in Pre-ADA America: An application of the punctuated equilibrium theory. 5th Bi-Annual International Disability Studies Conference, Lancaster, UK.
* Bunch, J. (2013). The Disabling Factors of Distance Education. 29th Annual Pacific Rim Conference on Disability and Diversity, Honolulu, HI.

### Awards and honors

* American Educational Research Association, "Outstanding Qualitative Research Dissertation Award (2024)
* Academic Merit Scholarship: 2010, Arizona State University Foundation, Phoenix, AZ
* Academic Merit Scholarship: 2010, Arizona State University–Disability Resource Center, Phoenix, AZ
* Crawford Trust Fund Scholarship: 2008, Shriner’s Children’s Hospital, Houston, TX
* Academic Financial Aid: 2008, Department of Assistive and Rehabilitative Services, San Antonio, TX
* Texas Lions Club Life Member Inductee: 2006, Lions Club District 2S5 Spokesperson: 2006

### technical acumen

* Microsoft Office Suite
* Transana 5.0
* Mac OS Mac Accessibility Suite
* Dragon Naturally Speaking
* Kurzweil 3000
* ZOOM Text
* Duxbury 12.3
* Tiger Designer 8
* Thermoform Swell Graphics
* Capture One Touch
* Adobe Pro DC
* Accessibility features of Amazon Kindle
* Accessibility features of iPad
* TextHelp Products (e.g. Equatio and Read & Write Gold)
* Natural Reader
* Blackboard Ally
* LMS Systems (e.g Canvas and Blackboard)
* Common Look Online (i.e. alternative format conversions)
* Equidox (i.e. PDF accessibility remediation)
* Peoplesoft
* Accessible Information Management (AIM) used for accommodation service area management

**PUBLIC POLICY KNOWLEDGE**

* Chaffee Amendment (Sec. 121 of the US Copyright Law)
* Americans with Disabilities Act
* Section 504 of the Rehabilitation Act
* Assistive Technology Act
* Individuals with Disabilities Education Act
* Section 508 Accessibility Standards

Professional affiliations

* Nonprofit Leadership Alliance (2008-Present)
* Lions Club (2004-2006)
* ASU Alumni Association (2010-present)
* The American Educational Research Association (2023 – Present)

*SIG: Disability Studies in Education*

*SIG: Qualitative Research*

**civic and PROFESSIONAL APPOINTMENTS**

* Commissioner, Mayors Council on Disability Concerns, Tempe, AZ, 2020-Present
* Lions Club Spokesperson for District 2S5, Texas, 2006

**PUBLIC SERVICE**

Arizona State University, Disability Resource Center, Phoenix, AZ

**Intern/Consultant**  January 2009 – July 2011

* Provided recommendations and end-user feedback to the senior staff for selection and use of both mainstream and assistive technologies.
* Demonstrated ability to personally communicate with instructors to exhibit necessity and strategic use of assistive technology and software in learning environments.
* Leveraged technical skills in assisting students to ensure independent use of digital conversion methods.
* Aided in the production of accessible instructional materials for students with print-related disabilities (e.g. audio-text and electronic text.

Joni & Friends

**Intern** January 2008 – May 2008

* Gained in-depth knowledge of client management and counseling concepts, processes, and procedures.
* Maintained active involvement in the characterization of disability inclusion in the church setting.
* Developed marketing materials for ministry sponsored retreats and conferences

### Research Interests

Most resent research examined assistive technology and the lifeworld of postsecondary students with dyslexia, to better understand how postsecondary students with dyslexia describe and adapt to a negotiated existence with and through dyslexia and assistive technology. Using this as research context, it was argued for the advancement of accessible and inclusive methodological innovations for improved representations of the dynamics of disability experience in qualitative research. This research assistive technology and the lifeworld situates well in the larger field of study because it seeks to advance a shift in conceptualization of assistive technology from a strictly; rehabilitative, augmentative, increase, maintenance and improvement perspective, to one that includes a recognition of the lifeworld that is superimposed on the successively layered, interconnected experience of assistive technology for individuals with disabilities – and thereby, influences the manner in which they describe and negotiate the experience.

### RELATED Research Interests

* Critical examination of limitations in qualitative research methodologies related to equitable representation of disability and barriers to engagement with traditional standards of qualitative inquiry
* Universal Design for Learning as means to inclusive culture promotion in higher education settings
* Accessible instructional material design and its impact on postsecondary students with print-related disabilities.