

Jeremy K. Dearman

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EDUCATION

Ph.D., Educational Psychology, The University of Texas at Austin
Concentration: Human Development, Culture, and Learning Sciences

M.Ed., Educational Psychology, The University of Texas at Austin
Concentration: Learning, Cognition, Instruction, and Motivation

MBA, Business Administration, LeTourneau University

BA, Psychology, Minor: Sociology, The University of Southern Mississippi

TEACHING EXPERIENCE

Instructor

8/24 – Present

Department of Management and Entrepreneurship
W. P. Carey School of Business, Arizona State University

Lead 15-week courses that facilitate the acquisition, practice, and application of strategic management principles: strategic leadership, external and internal analysis, strategy formulation and implementation, and performance.

Responsibilities:

Curriculum Development: Design pedagogical approaches focusing on critical thinking, effective communication, and meaningful practice. Develop and refine application-based learning experiences relevant to personal and professional growth and performance.

Classroom Management: Leverage social constructivism principles to build and maintain consensus. Negotiate an environment of mutual respect and civility.

Mentorship: Use Socratic questioning to facilitate student exploration of situations and courses of action to create strategic action plans tailored to the individual, the situation, and their goals. Provide recommendation letters for graduate programs. Academic enrichment activities: honors theses and honors contracts research papers.

Administrative: Criterion-referenced grading. Provided constructive feedback. Create, manage, and refine the learning management system (Canvas). Address student challenges, issues, and concerns.

Service: Honor theses and contracts. Department, college, and university citizenship. Community service: serve on a non-profit organization's board of directors.

Professional Development: Active participation in professional development opportunities sponsored by the department, college, and university.

Courses Taught:

WPC 480: Capstone Course
MGT 420: Human Resource Management

Faculty Associate

8/23 – 12/23

Department of Management and Entrepreneurship
W. P. Carey School of Business, Arizona State University

Led 15-week courses that facilitate the acquisition, practice, and application of human resource management principles: leadership, relationship management, communication, business acumen, global and cultural effectiveness, and critical evaluation.

Responsibilities:

Curriculum Development: Designed pedagogical approaches focusing on critical thinking, effective communication, and meaningful practice. Developed and refined application-based learning experiences relevant to personal and professional growth and performance.

Classroom Management: Leveraged social constructivism principles to build and maintain consensus. Negotiated an environment of mutual respect and civility.

Mentorship: Used Socratic questioning to facilitate student exploration of situations and courses of action to create strategic action plans tailored to the individual, the situation, and their goals. Provide recommendation letters for graduate programs.

Administrative: Criterion-referenced grading. Provided constructive feedback. Create, manage, and refine the learning management system (Canvas). Address student challenges, issues, and concerns.

Service: Department, college, and university citizenship. Community service: Serve on a non-profit organization's board of directors.

Professional Development: Active participation in professional development opportunities sponsored by the department, college, and university.

Course Taught:

MGT 420: Human Resource Management

Lecturer

8/16 – 6/21

LEAD Program - Success by Design
University College, Arizona State University

Led 15-week courses that facilitate acquisition and understanding of learning, cognition, motivation, and self-regulation principles, focusing on implementing and practicing principles to personal, academic, social, and professional goals.

Responsibilities:

Curriculum Development: Designed pedagogical approaches that encourage engagement, effective communication, and meaningful practice. Developed and refined application-based learning experiences relevant to personal and professional growth and performance.

Classroom Management: Leveraged social constructivism principles to build and maintain consensus. Negotiated an environment of mutual respect and civility.

Mentorship: Used Socratic questioning to facilitate student exploration of situations and courses of action to create strategic action plans tailored to the individual, the situation, and their goals. Wrote recommendation letters for scholarships and graduate programs.

Administrative: Criterion-referenced grading. Provided constructive feedback. Created, managed, and refined the learning management system (e.g., Blackboard, Canvas). Addressed student challenges, issues, and concerns.

Service: Curriculum Committee. Standards Committee. Grade Appeal Committee. Hiring Committee. Academic Integrity Officer.

Professional Development: Participated in professional development opportunities. Designed and led professional development sessions. Mentored instructors. Advised instructors regarding program and university policies and procedures.

Awards:

Outstanding Participation in Professional Development Programming
Innovations in Curriculum Design 2017
Innovations in Curriculum Design 2018

Courses Taught:**LEAD Program Courses:**

- ASU 120: Emerging Leaders I: Creative problem-solving principles – Problem identification, information gathering, evidence-based decision-making, generating fitting and comprehensive solutions, testing, evaluation, and refinement.

- UNI 110: Critical Reading and Thinking: Sound reasoning and supporting-evidence principles – Confirmation bias, objectivity, quality of evidence analysis, written and verbal presentation of logic and evidence, and scholarly, civil debate.
- ASU 121: Emerging Leaders II: Systemic problem-solving principles – Organizational/social problem identification, research, data gathering, evidence-based decision-making, solution generation, identifying decision-makers and stakeholders, designing and producing multimedia solution presentation resources, and solution advocacy practice in professional conference-style decision-maker and stakeholder event.

Created new course:

- ASU 121: Emerging Leaders II - Targeted Skill Development: Personal leadership and skill development principles – Autonomous and interpersonal skill set advancement, Skill-focused goal setting, training design, practice, feedback, refinement, and progress management.

Success Course:

- UNI 220: Mindset Connections: Growth mindset (lifelong learning) principles – Awareness, open-mindedness, strategic planning, collaboration, help-seeking, and self-advocacy.

Assistant Instructor (Instructor of Record)

8/08 – 5/15

Individual Learning Skills Program
College of Education, The University of Texas at Austin

Led a 15-week learning frameworks course that scaffolded learning, cognition, motivation, self-regulation, and skill development principles. Students practiced personal leadership in strategic planning, implementation, and refinement activities, focusing on personal, social, academic, and professional goal achievement.

Responsibilities:

Curriculum Development: Developed engaging and relevant learning activities. Designed and refined application-based learning experiences to demonstrate and reinforce the value of leadership and strategic principles.

Classroom Management: Used social constructivism principles to build and maintain consensus. Negotiated an environment of mutual respect and civility.

Mentorship: Provided student guidance. Encouraged thinking through situations and courses of action. Designed strategic action plans tailored to the individual, the problem, and their goals.

Administrative: Criterion-referenced grading. Gave students constructive feedback. Created, managed, and refined the learning management system (e.g., Blackboard, Canvas). Addressed student challenges, issues, and concerns.

Course Taught:

- EPD 310: Individual Learning Skills: A learning frameworks course based on the Model of Strategic Learning – Skill, Will, Self-Regulation, and Academic Environment. Strategic learning principles – Goal setting and analysis, motivation, attitude, concentration, time managing, the systematic approach, help-seeking, types of knowledge, identifying important information, information processing, self-testing, study aids, test-taking strategies, collaboration, reasoning, and problem-solving.

ADMINISTRATIVE EXPERIENCE

Assistant Coordinator

1/13 – 5/15

Individual Learning Skills Program
College of Education, The University of Texas at Austin

Managed four to five instructors, approximately nine class sections, per semester of a learning frameworks course based on the Model of Strategic Learning.

Responsibilities:

Supervision: Mentored instructors. Conducted observations and gave constructive feedback. Addressed instructor challenges and issues. Collaborated with instructors regarding program policies and courses of action related to student issues and concerns.

Training: Developed and facilitated new instructor training. Prepared new software, procedures, and policies training sessions. Worked with individual instructors on specific skill development needs.

Administrative: Created, managed, and refined the learning management system (e.g., Blackboard, Canvas) course templates for instructors. Curated program digital instructor resources database. Prepared exams. Scheduled, created agendas, and facilitated instructor meetings.

PUBLICATIONS

Acee, T. W., Weinstein, C. E., Jordan, M. E., Dearman, J. K. & Fong, C. (2011). Self-regulated learning: Helping students manage their own learning. In K. Agee & R. Hodges (Eds.), *Handbook for training peer tutors and mentors*. Mason, OH: Cengage Learning.

Weinstein, C.E., Acee, T.W., Jung, J., and Dearman, J.K. (2009) Strategic and self-regulated learning for the 21st Century: The merging of skill, will, and self-regulation. Independent Learning Association Conference 2009 Proceedings.

INDUSTRY EXPERIENCE

Broker - Real Estate

4/09 – 4/14

Dearman Realty
Austin, Texas

Responsibilities:

- Provided attentive customer service, addressing client needs and ensuring smooth transaction processes.
- Developed marketing strategies leveraging online platforms, print media, and personalized client referrals.
- Cultivated and sustained strategic partnerships with mortgage brokers, title companies, and home inspectors to streamline transaction processes.

Realtor

6/99 – 4/09

Keller Williams Realty and Austin Real Pros
Austin, Texas

Responsibilities: Marketing, prospecting, relationship building, contract writing, negotiations, and client services.

Professional designations:

- ABR - Accredited Buyer's Representative
- GRI - Graduate, Realtor Institute

Professional Licensure:

Texas Real Estate License - Broker

4/09 - 4/14

Texas Real Estate License - Agent

6/99 - 4/09

- Completed 366 hours of licensure and continuing education credit hours.

COMMUNITY LEADERSHIP AND SERVICE

Board of Directors - President and Treasurer

6/18 - Present

WaterWorks Homeowners Association

- Manage a \$663,000 annual budget for a 14-building, 204-unit condominium.
- Saved \$20,000 annually by job analysis and rebidding vendor contracts.
- Spearheaded improvement initiatives, increasing property values by \$150,000.

Board Improvement Initiatives:

- Repainted buildings
- Resurfaced parking lot.
- Upgraded the old boiler system to tankless water heaters (energy efficient).