**GEOFF SCHULTZ, ED.D.**

**PROFESSOR OF EDUCATION**

**SCHOOL OF EDUCATION AND COUNSELING**

**PURDUE UNIVERSITY NORTHWEST**

**ACADEMIC DEGREES**

Ed. D. Northern Illinois University Educational Psychology

M.S. Northern Illinois University Special Education

B.A Beloit College Psychology

**PROFESSIONAL APPOINTMENTS**

Purdue University Northwest Professor

Indiana University Northwest Professor

Benedictine University (Ill.) Associate Professor

Marygrove College (MI) Assistant Professor

**SOEC ADMINISTRATIVE DUTIES**

**Special Education Program Chair (2017-2020)** I oversaw the curriculum development process of our special education licensure programs in the SOEC at Purdue NW

**Secondary Program Chair (2015-2017)–** I oversaw the curriculum development process of our secondary licensure programs in the Department of Teacher Preparation at Purdue NW.

**Department Assessment Chair – Purdue University NW (2008-2016)** This position required that I oversee the data collection and analyses for the Department of Teacher Preparation, including alternative licensure and transition to teach programs – all specific to the secondary licensure program.

**Department Head – Purdue University NW (2004-2009).** This position involved the supervision of fifteen faculty and staff in the Department of Teacher Preparation. Primary duties included developing a viable unit assessment system, as well as making significant structural changes during a time of change in the unit.

**Undergraduate Program Chair – School of Education - Indiana University NW (1998-2003)**. This administrative position oversaw the advisement and coordination of the elementary, secondary, and special education programs. Activities involve developing the class schedule and addressing personnel needs in the undergraduate program. I held this position for six years.

**Associate Dean – Indiana University NW (1995-1998).** I served as an executive administrator for three years in the School of Education. As part of my duties, I developed the special education program in the School of Education at the graduate and undergraduate levels. A number of accreditation documents were also written during this time. Served also as the state licensure officer in this role.

**Division Chair – Benedictine University (1984-88).** I served for four years as chair of a ten person Division of Education that provided a teacher training program in elementary and secondary education, special education, and physical education. I also served as the teacher certification officer in this role. During my administrative term, the department underwent a successful accreditation review by the National Council for the Accreditation of Teacher Education (NCATE) in 1988.

**AUTHORED AMINISTRATIVE DOCUMENTS**

**CEC SPA – Initial Program (2019) –** Wrote and prepared the CEC-SPA accreditation document submitted on March 15. This undergraduate program submission received National Recognition and will be accredited for the next seven years.

**NCATE Institutional Report (2015) -** Wrote and prepared Standards 1 and 2 of the Purdue University Calumet accreditation report, including the introduction for the document. The programs in the College of Education were fully accredited with no weakness – the strongest review to date by an outside teacher education accrediting body in the state.

**Dual-Licensure Degree Program: Elementary/Special Education (2018) –** Wrote and prepared the program documents necessary for University Senate approval at Purdue University Calumet. Program was ultimately approved at the university levels, as well as by the Indiana Department of Education.

**NCATE Institutional Report (2008) –** Wrote and prepared Standards 1 through 3 of the Purdue University Calumet institutional report, including the Overview for the initial program. Included submitting a successful rejoinder that helped the School of Education to stay fully accredited

**NCATE Institutional Report (2000)** As chair of the initial program committee, I coordinated activities related to preparing our initial program accreditation visit in the fall 2000 and Spring 2004 by the National Council for Accreditation of Teacher Education (NCATE). Duties included writing and editing admission standards, general education requirements, evaluation rubrics, and the conceptual framework. We were approved with two weaknesses for full accreditation in 2000.

**NCATE Annual Reports (2004-2009).** I wrote two annual reports as part of my duties as department head in 2004-2008.

**PROFESSIONAL PUBLICATIONS**

Schultz, G.F. & Bell, C. (2007). Determining factors related to science teaching efficacy: Implications for teacher education practices in inclusive classrooms. Journal of Elementary Science Education (Manuscript # 006-0911)

Schultz, G.F. & McKinney, J.R. (2000) Special education due process: Hearing officer

background and case variable effects on decision outcomes. *Journal of Education and Law,*

*2000(I), 17-31.*

McKinney, J.R. & Schultz, G.F (1997). Hearing officers, case characteristics, and due process

hearings. *Education Law Reporter, 3, 1069-1076*.

Schultz, G.F. (1994). Socioeconomic advantage and achievement motivation: Important

mediators of academic performance in minority children in urban schools. *Urban Review, 25,*

*221-232.*

Schultz, G.F. & Switzky, H.N. (1993). The development of intrinsic motivation in students with

learning problems: Instructional implications and options. In W.Cauley, F. Linder, and J.

McMillan (Eds.). *Educational Psychology Annual Editions (7th ed., 152-159)*

Schultz, G.F. & Switzky, H.N. (1993). The academic underachievement of elementary and

middle-school students with behavior disorders as a function of motivational orientation.

*Learning and Individual Differences, 5, 32-42.*

Schultz, G.F. (1992). PAR Admissions Test. *Eleventh Mental Measuremetn Yearbook, [3], 7-9*.

Schultz, G.F. & Switzky, H.N. (1992). The development of intrinsic motivation in students with

learning problem: Instructional implications and options, *Preventing School failure. 34, 14-20.*

Schultz, G.F. (1992). Achievement Identification Measures. *Eleventh Mental Measurements*

*Yearbook. {276} 642-644.*

Schultz, G.F. (1990). The TARC Assessments. In D.J.Keyser & R.C. Sweetland (Eds.), *Test*

*Critiques, 8,* 688-691*.*

Switzky, H.N & Schultz, G.F. (1988). Intrinsic motivation: Implications for individual

educational programming for the mildly handicapped. *Remedial and Special Education, 9,*7-14.

Schultz, G.F. (1998). The TLC: Teaching Style Inventory/Learning Style Inventory. In D.J.

Keyser & R.C. Sweetland (Eds.), *Test Critiques, 7*, 589-594.

Schultz, G.F. & Switzky, H.N. (1987). The Classroom Environmental Scales. In D.J. Keyser &

R.C. Sweetland (Eds.) *Test Critiques 6,* 385-390.

**TEACHING AWARDS AND RECOGNITION**

**Indiana University Founders’ Day Teaching Award** (2004) – This award functioned as a “teacher of the year” award for the Indiana University eight-campus system. I was nominated by a student organization on the IUN campus. I was the first faculty member from the School of Education to receive the award.

**Trustees Teaching Award** (2001, 2002, 2003) – This award is granted by the Indiana University Board of Trustees to faculty recognized by peers and students for excellence in teaching. I was recognized three times for this award.

**Faculty Colloquium on Excellence in Teaching** (2000) – This group is funded by the Mack Foundation to promote excellence in teaching and learning at all eight campuses of Indiana University. I was inducted as one of two faculty recognized from my campus.

**UNIVERSITY TEACHING EXPERIENCES**

Exceptional Children

Educational Psychology

Special Education Law for Teachers

Assessment in the K-12 Classroom

**CURRENT PROFESSIONAL MEMBERSHIPS**

American Education Research Association

American Association of University Professors

Council for Exceptional Children

**NATIONAL AND STATE PRESENTATIONS** (*for the last twenty years)*

“Validation of an Instrument to Determine Inclusive Science Teaching Efficacy.” Paper presented at the Association of Science Teacher Education in Clearwater, FL in January, 2007.

“Development of efficacy in elementary teacher candidates: Implications for teacher education practices in inclusive classrooms.” April, 2006. Paper presented at the annual meeting of the American Education Research Association, San Francisco.

“The Rejuvenation of a PDS Initiative: Overcoming stagnant partnerships with nickels and dimes.” Paper presented at the Professional Development Schools National Conference in Orlando, FL in March, 2006.

“Brown vs. Board of Education: Special Education Implications Fifty Years Later.” A paper colloquium that I chaired at the Consortium for Parent Attorneys and Advocates presented on March 16, 2003, in Indianapolis, Indiana.

“Are due process hearings really impartial?” Paper presented at the Council of Patent Advocates and Attorneys Annual Meeting, Houston, March, 2000.

“An examination of hearing officer background and case characteristics on special education due process.” Paper presented at the American Education Research Association Annual Meeting, San Diego, April, 1998.

“Hearing officer, case characteristics, and due process hearings: Preliminary findings.” Paper presented at International Council for Exceptional Children, Salt Lake City, April, 1997.

“Trying to make a difference: The inevitable demise of an urban special educator.” Paper presented at the American Education Research Association Annual Meeting, San Francisco, April, 1995.

“Validation of a measure of efficacy and value on at-risk children.” Paper presented at American Education Research Association Annual Meeting, San Francisco, April, 1995.

“Parent attitudes and achievement motivation: Important factors related to underachievement in at-risk children. Paper presented at the Indiana Federation Council for Exceptional Children, Indianapolis, February, 1994.

“Achievement motivation: A key factor in the special educational identification of at-risk children in urban school.” Paper presented at the Indiana federation Council for Exceptional Children, Indianapolis, February, 1993.

“Socioeconomic advantage and achievement motivation: Important mediators of academic performance in minority children in urban schools.” Paper presented at the American Education Research Association, Atlanta, April, 1993.

“Motivational orientation: Personality traits related to academic underachievement in children with behavioral disorders.” Paper presented at the International Association for Cognitive Education, Los Angeles, February, 1992.

“Motivational orientation and academic achievement differences in children with mild disabilities.” Paper presented at the 24th Annual Gatlinburg Conference of Research and Theory in Mental Retardation and Developmental Disabilities, Key Biscayne, Florida, May, 1991.

**INVITED PRESENTATIONS FOR PUBLIC SCHOOLS** (*for the last fifteen years*)

“IDEA vs. Section 504” A convocation for parents on the relationship between the Individual with Disabilities Education Act and Section 504 of the Rehabilitation Act. This presentation was part of the Lake Country Special Education Summit at Indiana University Northwest in March, 2004.

“No Child Left Behind: Implications for special education practices.” An interactive discussion with teachers and administrators was conducted at the invitation of the Highland School Corporation, February, 2003.

“Special education: IDEA ’04.” A workshop conducted for public school principals from the six county area of northwest Indiana. A presentation on changes to the Individual with Disabilities ACT (IDEA) was done at the request of the Northwest Indiana Educational Service Center, Highland, October 4, 2004.

“Special education: Section 504.” A workshop conducted for public school principals from the six county area of northwest Indiana. A presentation on Section 504 of the Rehabilitation ACT was done at the request of the Northwest Indiana Educational Service Center in Highland, October 25, 2001.

“Special education: Inclusion issues.” A workshop conducted for public school pricipals from the six county area of northwest Indiana. An interactive discussion on inclusive education practices for children with disabilities done at the request of the Northwest Indiana Educational Service Center in Highland, November 15, 2000.

“Special education law and parent advocacy.” A workshop conducted for parents of children with disabilities at the request of the Northwest Indiana Special Education Cooperative, Schererville, April 5, 2000

“IDEA ’97: Implications for general education teachers. A half-day workshop for selected teachers in Crown Point, Indiana, on the critical changes to the Individual with Disabilities Act (IDEA) was done on March 17, 2000.

“Disciplining students with disabilities: Issues of suspension and expulsion.” A keynote address given to teachers in Hobart, Indiana, on procedures for disciplining of special education students. This event was sponsored by the local teachers union and attended by approximately 400 teachers in November 22, 2000.

“Inclusion of students with disabilities: Appropriate or not.” A half-day workshop for selected teachers in Merrillville, Indiana, on the inclusion of students with disabilities into regular education classroom. The workshop was given twice in the same day on October 12, 1998.

“Section 504: Implications for school administrators.” A two-hour presentation on procedures for indentifying students with disabilities under Section 504 of the Rehabilitation Act. The interactive discussion was given for the Crown Point School Corporation on September 15, 1998.

“Special education inclusion: Implications for general education teachers.” A presentation for about 200 teachers in Lowell, Indiana. This talk focused on procedural issues important to the inclusion of children with disabilities in regular education classrooms, October 13, 1997.

“IDEA ’97: Important changes and implications for regular education.” A workshop given to about 500 teachers in Lake Station, Indiana. This presentation focused specifically on changes made to the Individual with Disabilities Education Act (IDEA) in 1997, September, 17, 1997.

**PUBLIC SCHOOL SERVICE**

**Northwest Indiana Teacher Service Center (1998-2003).** I have served on the administrative board of the Center for the past four years. Duties included assisting in the coordination of the professional development programs available for public school teachers in the six county area of northwest Indiana. This work also involved in creating support services for National Board Certification aspirants via grant writing activities.

**Chicago Public Schools (1990-2002).** I coordinated the testing program for an alternative school initiative in the Chicago schools. These programs serve students who are either chronically truant or severe behavior problems. I also did educational evaluations for the Chicago schools as needed.

**School City of Hammond (1992-93)**. I was a consultant in 1992-93 to the school district’s pilot special education inclusion initiative at Kenwood Elementary School. I worked with teachers in developing strategies for effectively including children with disabilities in general education classrooms.

**NATIONAL AND STATE SERVICE**

**CAEP Board of Examiners (2016-2019).** I underwent training in CAEP accreditation in Kansas City.

Currently I serve as a board examiner evaluating university teacher training programs undergoing re-accreditation.

**NCATE Board of Examiners (2005-2015).** I have served as a BOE member starting in July, 2005. I was part of the UAS Review Panel that met with representatives from Ball State University in Indianapolis. In October of that year, I was part of the state team which conducted the NCATE review of Anderson University in Indiana. Most recently I participated in the accreditation review at Indiana University – Kokomo.

**Indiana Alliance Network (1998-2003)**. I represented Indiana University (NW) as part of a state-wide coalition (Purdue University, Butler University, University of Indianapolis, Evansville University, and Indiana State University) that promoted National Board Professional Teaching Certification in urban schools. Included in this activity was the providing the instructional resources and assessment feedback for sixty urban teachers from Hammond and Gary.

**Indiana Department of Education – Independent Hearing Officer (1991- 1999)**. As an administrative law judge, I conducted approximately 30 public school hearings on behalf of the State Superintendent of Schools in Indiana. This state-wide assignment involved me in mediating disputes between public school and parents of children with disabilities. I was on of twelve hearing officers selected to perform these duties by the Superintendent of Public Instruction, Dean Evans and Dr. Suellen Reed.

**Education Testing Service (ETS**) **(1996-1998).** I worked in Princeton with the Research Division of ETS in designing assessments that would reliably measure the beliefs and attitudes that characterize the motivational beliefs of at-risk children. These testing tools were field-tested in the New York City public schools under my supervision in the summer of 1994.

**UNIVERSITY SERVICE (last 5 years)**

**Chair/Vice Chair of Faculty Senate (2015-18) –** I was a voting member of the faculty senate elected to chair the Faculty Senate in 2017. Duties included chairing the Senate Executive Committee. Includes bi-weekly meetings with the chancellor and provost concerning matters of governance and university decision making.

**Associate Provost Search Committee (2017)** – Served a senate representative in selecting inaugural associate provost (Dr. Lori Feldman) for Purdue NW.

**Provost Search Committee (2016) –** Elected senate representative to search for inaugural Vice Chancellor of Academic Affairs (Dr. Ralph Mueller) of Purdue NW.

**Chancellor Search Committee (2015)** – Served as one of two faculty representing Purdue Calumet. Chosen by President Mitch Daniels to select the inaugural chancellor of Purdue NW. Successful search resulted in the selection of Dr. Tom Keon to be inaugural chancellor of Purdue NW.

**University Unification Policy Board (2015-16) –** I was facultysenate representative on ad-hoc committee on unification of two campuses. Met every month alternating campus sites.

**Promotion & Tenure Document Committee (2017-18) –** I served on the ad hoc committee created by senate Faculty Affairs Committee.Represented College of Education in writing of procedural guidelines and creation of committee structure to be used for promotion-tenure decisions for the unified Purdue NW. Document was approved in March, 2018.

**Curriculum/Education Policy (2013-15) –** I was elected chair of committee during 2013-14. Served also as chair during academic year 2014-15. Almost two hundred documents were approved during my two-year service on the committee. Also addressed the issue of dual credit with a successfully approved senate resolution. Also worked on curricular issues involving International Programs office

**Academic Restructuring Committee (2015-16) –** I served on thead hoc senate committee created to develop a unified college/department structure to be used after the unification of PNC and PUC campuses. A structural model developed by this group was ultimately adopted by the Board of Trustees in 2015.

**SERVICE AWARDS**

**Purdue NW Service Award Nominee (2016) -** I was nominated by Dean John Rowan for outstanding university and SOEC service. File submitted in April, 2016.

**Northwest Indiana Educational Service Center (2001-2004).** On December 14, 2003, I was recognized for my work as a member of the Executive board of the Northwest Indiana Educational Service Center. On the Board I worked with local teachers and superintendents in coordinating resource and financial support for area teachers participating in the National Board Certification Process as part of an *Educate Indiana* grant project.

**Indiana Alliance Network (2002)**. On November 20, 2002, I received a service award from Dr. Robert Williams, Executive Director for the Indiana Alliance Network. The award was given for my efforts in promoting National Board Professional Teaching Certification in the urban districts (Gary, East Chicago, and Hammond) in northwest Indiana.

**Urban Teacher Education Policy Board (1995-2004).** On May 15, 2001, I received an Outstanding Service Award for representing the Faculty of the School of Education on the UTEP Policy Board. My duties included working on the long-term institutionalization of the UTEP into the School of Education from 1988-2004.

**OTHER UNIVERSITY COMMITTEE SERVICE (PNW)**

University Committee for Promotion and Tenure (2007, 2008, 2012, 2015, 2016, 2017, 2018)

College Committee for Promotion and Tenure (2004-2017, 2019)

Teaching Excellence Awards Committee (Chair, 2010)

**SCHOOL OF EDUCATION COMMITTEE SERVICE**

Search and Screen - Graduate Program Advisor (2018)

Leadership Committee (2017-2019)

Search and Screen – School Director (2016- 2017)

Primary Committee for Promotion and Tenure (2004-2016)

College Committee for Promotion and Tenure (2004-2013)

University Promotion and Tenure (2012, 2013-2018)

Search and Screen – Assistant Professor in Special Education (Chair) (2010)

Search and Screen – Assistant Professor in Elementary Science (2010)

Assessment Committee (Chair) (2008-2016)