

**TARA HORNOR, Ph.D.**

The Citadel, Zucker Family School of Education  
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**EDUCATION**

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Doctor of Philosophy, Higher Education, University of Arizona, 2004  
Major: College Student Personnel Services  
Minors: Higher Education Organization and Administration  
Language, Reading and Culture

Master of Education, Instructional Design, Western Governors University, 2017

Master of Science, Human Resource Management, Troy University, 2002

Master of Education, School Counseling, Campbell University, 1999

Bachelor of Social Work, University of Georgia, 1996

Harvard University Institute for Management & Leadership in Education (MLE), 2014

Harvard University Performance Assessment in Higher Education Institute, 2009

NASPA Certificate Program in Student Affairs Law and Policy, 2019

**ACADEMIC APPOINTMENTS**

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<b>Professor and Coordinator of Higher Education Leadership Programs</b>	<b>2022-Present</b>
<b>Associate Professor and Coordinator of Higher Education Leadership Programs</b>	<b>2019-2022</b>

**The Citadel**

M.Ed. in Higher Education Leadership & Graduate Certificate in Student Affairs (Online)

M.A. in Leadership (Online)

*Online Courses Taught (2008-Present)*

Higher Education Administration (EDUC 539), Advanced Leadership in Higher Education (EDUC 534)

Student Development Services (EDUC 537), Student Development Theory (EDUC 538)

Strategic Planning and Assessment in Higher Ed (EDUC 530), Data Collection and Analysis (EDUC 512)

College Admissions Counseling (EDUC 563), Strategic Enrollment Management (EDUC 564)

Foundations of Higher Education (EDUC 613), Legal and Ethics in Higher Education (EDUC 562)

Applied Measurement Techniques (EDUC 549), Multicultural Issues in Higher Education (EDUC 622)

Practicum and Internship in Higher Education Student Affairs (EDUC 634 and EDUC 655)

Human Resource Development (LDRS 766), Basic Counseling Skills (EDUC 624)

*Campus-based Courses Taught (2008-Present)*

First-Year Experience Freshmen Seminar (CIT 101 and LDRS 101)

Freshmen Ethics Seminar (LDRS 111)

Sophomore Leadership Seminar (LDRS 201)

Junior Ethics and Moral Courage Seminar (LDRS 311)

Developing Leadership Skills Through Peer Counseling (EDUC 330)

## PROFESSIONAL EXPERIENCE

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**Associate Provost for Planning and Assessment & Dean of Enrollment Management** 2015 - 2019  
**Associate Provost for Planning and Assessment** 2008 - 2014

### The Citadel

- Managed institution-wide strategic planning, enrollment management, assessment, and accreditation processes. Supervised the Office of Admissions (2015-2019), Office of Financial Aid (2015-2019), Office of Institutional Research (2008-2019), Veterans Center (2016-2019), Citadel Online Enrollment Center (2015-2019), and The Citadel Graduate College (2016-2019). Managed a \$5.8M budget.
- Working with the Provost and the President's staff, refined the institution's capacity to engage in an ongoing strategic planning process. Implemented a cyclical strategic planning process with intentional linkages between strategic planning initiatives and actions, budgeting, goal-setting, assessment, and continuous improvement efforts, culminating in The Citadel's *Blueprint: A Strategic Plan for Educating Principled Leaders* (2009-2012) and *LEAD 2018: The Citadel's Strategic Plan for Leadership Excellence and Academic Distinction* (2012-2018).
- Chaired the institution's Enrollment Management Council, integrating the collaborative efforts of enrollment management, finance, student affairs, academic affairs, and facilities.
- Implemented Citadel Online, the launch of the institution's suite of online degree programs, including business planning, coordinating curriculum development, and strategic enrollment management operations. The Citadel Graduate College was recognized as The Citadel's Team of the Year in 2017.
- Implemented a comprehensive institutional assessment plan to measure general education and program outcomes, through implementation of a required E-Leadership Portfolio for all undergraduate students utilizing the AAC&U VALUE Rubrics and Taskstream software, which was awarded the 2014 CHEA Award for Outstanding Institutional Practices in Student Learning Outcomes.
- Served as the SACSCOC liaison and authored The Citadel's five-year interim report (2009 and 2019) and 10-year report (2014) and QEP development for SACSCOC accreditation. Chaired the SACSCOC Quality Enhancement Plan, *Ethics in Action*, supervising the curriculum development, instruction, and assessment of the program.

**Director of Institutional Research and Outcomes Assessment (GS-14)** 2006-2008  
**Defense Intelligence Agency, National Intelligence University** Washington D.C.

**Director of Admissions (GS-13)** 2005 – 2006  
**Defense Intelligence Agency, National Intelligence University** Washington D.C.

**Assistant Director, Office of Undergraduate Student Services** 2003 – 2005  
**University of Central Florida** Orlando, FL

**Director of Career Services** 2003-2003  
**Counselor** 2000-2003  
**RCI, ACAP, Ft. Huachuca Higher Education Directorate** Ft. Huachuca, AZ

**School Counselor** 2000  
**Amphitheater High School** Tucson, AZ

**Associate Director of Emergency Services** 1999  
**American Red Cross Central NC Chapter** Chapel Hill, NC

## FELLOWSHIPS

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2022 Data Institute Fellow, National Center for Education Statistics and Association for Institutional Research

Research Topic: Using Federal Datasets to Support Research on Postsecondary Education

2006 Data Policy Fellow, Association for Institutional Research, National Science Foundation, and National Center for Education Statistics

Research Topic: Post baccalaureate College Choices

## PUBLICATIONS

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### Peer-Reviewed Books

Westberry, L., Hornor, T., and Dickson, M.L. (2022). *The virtual principal: The many facets of the demanding role*, Roman & Littlefield.

### Peer-Reviewed Journal Articles

Hornor, T. & Oberman, A. (in press). Examining college admissions counseling curricula within school counselor preparation programs. *Strategic Enrollment Management Quarterly*.

Hornor, T. & Westberry, L. (in press). Why go to college? School counselor perceptions of the benefits of college attendance. *College Student Journal*.

Hornor, T. & Westberry, L. (2023). Counseling loss as a new variable in the education production function. *International Journal of Education Policy and Leadership*, 19(2).

Hornor, T. & Brooks, J. (2023). Strengthening esprit de corps: Enhancing student veterans' sense of belonging in colleges and universities. *Journal of Continuing Higher Education*. DOI: [10.1080/07377363.2022.2145553](https://doi.org/10.1080/07377363.2022.2145553)

Hornor, T. & Westberry, L. (2023). Virtual school counseling and covid-19 as seen through an organizational learning lens. *International Journal of Education Policy and Leadership*, v19(1).

Hornor, T. & Westberry, L. (2023). School counselors' role in creating a college going culture via general systems theory. Submitted to *Journal of Higher Education Research*.

Hornor, T. & Westberry, L. (2023). The virtual counseling transition and its influence on counselor self-efficacy, *Journal of Educational Leadership in Action*.

Hornor, T. & Westberry, L. (2022). Examining higher education's role in preparing school counselors for college admissions counseling. *College & University*, 97(4), 2-13.

Hornor, T. (2022). Factors influencing student veterans' institutional college choices. *Strategic Enrollment Management Quarterly*, 9(4), 3-15.

Hornor, T. & Westberry, L. (2022). A comparison of principal and school counselor self-efficacy during the pandemic: Lessons to be learned. *Journal of Educational Leadership in Action*, 8(2).

Westberry, L. & Hornor, T. (2022) The impact of covid-19 on principal self-efficacy. *Journal of Educational Leadership in Action*, 8 (1).

Ilgan, G., Ilgan, J., Jocius, R., Hornor, T., Shealy, T., Simpson, A., Cavaliere, G. Pollen, B., and Brooks, J., (2022). Backpacking veterans: Exploring sense of belonging, happiness, and stress-coping. *Journal of Outdoor Recreation, Education, and Leadership*, 14(4), 36-54.

Westberry, L. & Hornor, T. (2022). Best practices in principal professional development. *AASA Journal of Scholarship and Practice*, 9(1), 29-47.

Hornor, T. (2022). A longitudinal study of leveraging ethical dilemmas to enhance college students' ethical reasoning skills. *College Student Journal*, 56(4), 327-334.

Hornor, T. (2021). An e-Portfolio case study: The journey of designing and implementing an institution-wide e-Leadership portfolio. *International Journal of ePortfolio*, 11(2).

Westberry, L., Hornor, T., & Murray, K. (2021). The needs of the virtual principal amid the pandemic. *International Journal of Education Policy and Leadership*, 17(10).

Hornor, T. (2021). Strengthening college students' confidence in their own ethical reasoning skills. *Journal of Leadership Education*, 20(4), 124-132.

Hornor, T. (2021). Veterans' college choices: An examination of educational intentions and influential factors. *College Student Journal*, 55(3), 249-266.

Hornor, T. (2020). Strengthening strategic enrollment management through institutional strategic planning and assessment. *Strategic Enrollment Management Quarterly*, 8(3), 21-27.

### **Book Chapters**

Hornor, T. (in press). Fostering dean development: Leveraging institutional planning processes and campus administrative teams. In *Developing Deans: Transforming Academic Leadership*, Vernon Press.

Hornor, T. (2024). Counseling military connected students. In *Fundamentals of College Admissions Counseling*, National Association for College Admissions Counseling (NACAC), Sixth Edition.

Hornor, T. (2024). Planning for student success: Linking strategic planning and assessment to enhance graduate enrollment management. In *NAGAP Handbook of Graduate Enrollment Management*, Stylus Publishing.

### **Peer-Reviewed Articles in Conference Proceedings**

Watson, M.K., Ghanat, S., Hornor, T., & Davis, J. (2021). Impact of calculus peer mentoring on leadership development and math self-efficacy. Proceedings of the 2021 American Society for Engineering Education Annual Conference on Engineering Education.

Watson, M.K., Wood, T., Ghanat, S., Bower, K., Hornor, T., & Welch, R. (2020). A summer calculus experience to encourage development of community and self-efficacy building of civil engineering students. Proceedings of the 2020 American Society for Engineering Education Annual Conference on Engineering Education.

Watson, M.K., Wood, T., Ghanat, S., Bower, K., Hornor, T., & Welch, R. (2020). Re-imagining the early calculus experience. GIFTS (Great Ideas for Teaching Students) Paper. Proceedings of the 2020 American Society for Engineering Education Annual Conference on Engineering Education.

Welch, R., Hornor, T., Rabb, R., & Bower, K. (2018), Enhancing student learning through accreditation. Proceedings of the 2018 American Society for Engineering Education Annual Conference on Engineering Education

### **Manuscripts Submitted to Peer Reviewed Journals**

Hornor, T. & Polen, B. Analyzing Nemo Resideo to Enhance Student Veteran Peer Support in Higher Education. *Submitted to Journal of Student Affairs Research and Practice.*

### **Book Reviews**

Hornor, T. (2020). Review of *Captivating campuses: Proven practices that promote college student persistence, engagement, and success* in *Journal of College Student Retention: Research, Theory, & Practice.*

Hornor, T. (2019). Review of *What's next for student veterans? Moving from transition to academic success* in *College and University.*

McNealy, T. (2005). Review of *The learning portfolio: Reflective practice for improving student learning* in the *Journal of College Student Development.*

McNealy, T. (2005). Review of *Portfolio development and the assessment of prior learning* in the *Journal of College Student Development.*

### **Other Publications**

McNealy, T. & Hill, H. (2005). Developing effective peer advising programs in Koring, L. and Campbell, S. (2005). *Peer Advising: Intentional Connections to Support Student Learning.* National Academic Advising Association Monograph Series, Number 13.

McNealy, T. (2004). Veterans' college choices: A process of stratification and social reproduction. Doctoral Dissertation, University of Arizona.

### **Doctoral Dissertations Chair – Student Completions**

Fulk, T.A. (2023). *How interactions with an academic advisor influence the self-efficacy of online and distance education students.* ProQuest Dissertations Publishing.

Vickery, J.A. (2023). *Impostor phenomenon, college-going knowledge and staff expectations: Ramifications on first time in college students' enrollment.* ProQuest Dissertations Publishing.

Wright, M. (2022). *Healing the Burn: Assuaging Burnout and Increasing Work Engagement in University Admissions Counselors.* ProQuest Dissertations Publishing.

O'Keefe, K. (2022). *Persistence Rates of First-Year College Students Who Attend an Extended Orientation Camp Program Compared to Those Who Do Not Attend.* ProQuest Dissertations Publishing.

Connor, A. (2021). *Fixing out: A correlational study of burnout and work-life perceptions among student affairs professionals in the mid-Atlantic northeast region of the United States.* ProQuest Dissertations Publishing.

Ogedegbe, C.M. (2021). *College recruitment of low-income underrepresented minority students.* ProQuest Dissertations Publishing.

Oommen, M.T. (2021). *Exploring the experiences and effectiveness of student loan entrance counseling*. ProQuest Dissertations Publishing.

Geosits, L. A. (2021). *Catholic elementary school principals, the transfer of marketing knowledge, and the diffusion of school marketing*. ProQuest Dissertations Publishing.

Jackson, C. W. (2020). *Curricular influence on professional formation in physical therapy students*. ProQuest Dissertations Publishing.

### **Doctoral Dissertation Committee Member – Student Completions**

White, T.S. (2023). *Examining leadership experiences and practices of African American women in higher education to overcome barriers*. ProQuest Dissertation Publishing.

Avalos-Morales, L. (2023). *Exploring the upward transfer advising experience of first-generation Latinx community college students*. ProQuest Dissertation Publishing.

Ungaro, A.M. (2022). *LGBTQ student experiences and perceptions in Christian higher education: An exploration of institutional climate and LGBTQ persistence*. ProQuest Dissertations Publishing.

Sanders, D. J. (2021). *Learning experiences of financial aid administrators: A phenomenological study of workplace learning*. ProQuest Dissertations Publishing.

Leach, J.R. (2020). *The motivations toward decisions in delaying to apply for college: High school seniors of single parent households*. ProQuest Dissertations Publishing.

Davis, S.D. (2020). *A sense of belonging among minority students at a southeastern state flagship university*. ProQuest Dissertations Publishing.

### **National Refereed Journal Reviews**

Editorial Board Member (2021-2024), *Journal of Student Affairs Research and Practice*

Reviewer, *Journal of College Student Retention: Research, Theory & Practice*

Reviewer, *Innovative Higher Education*

Reviewer, *Journal of Leadership Education*

Reviewer, American Society for Engineering Education

### **Accreditation Reports**

The Citadel's SACSCOC Fifth-Year Interim Report, 2019-2020

“Ethics in Action” The Citadel's SACSCOC Quality Enhancement Plan Final Report, 2019-2020

The Citadel's SACSCOC Ten-Year Accreditation Report, 2014

“Ethics in Action” The Citadel's SACSCOC Quality Enhancement Plan, 2014

The Citadel's SACSCOC Fifth-Year Interim Report, 2009

“Principled Leadership” The Citadel’s SACSCOC Quality Enhancement Plan Final Report, 2009

## **Institutional Strategic Plans**

*LEAD 2018: The Citadel’s Strategic Plan for Leadership Excellence and Academic Distinction (2012-2018)*

*Blueprint: The Citadel’s Strategic Plan (2009-2012)*

## **FUNDED RESEARCH PROJECTS**

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### **Awarded Grants (\$1,605,114)**

#### **Center of Excellence for Veteran Student Success Grant, U.S. Department of Education, 2022-2025**

T. Hornor (Principal Investigator)

Awarded: \$600,462

The purpose of this grant is to create The Citadel Center of Excellence for Veteran Student Success which will increase veteran student enrollment, increase veterans’ year-to-year retention, enhance engagement with campus student support resources, and increase the percent of veteran students reporting feeling a sense of belonging.

#### **Encouraging Civil Engineering Retention by Increasing Community and Self-efficacy, National Science Foundation, 2018-2024**

M.K. Watson, (Principal Investigator), K.C. Bower, W.J. Davis, S.T. Ghanat, T.A. Wood, & T. Hornor (Senior Personnel).

Awarded: \$999,839

The purpose of this grant is to encourage persistence of diverse, academically talented, low-income students in civil engineering by providing scholarships and opportunities to develop self-efficacy while engaged in a community of practice. Major program elements include development of experiences to offer early, barrier math and chemistry courses outside of curricular norms. Quantitative and qualitative methods are being employed to contribute to understanding of how self-efficacy impacts persistence among diverse students.

#### **Provost Summer Research Grant, The Citadel, 2023**

T. Hornor (Principal Investigator)

Awarded: \$4,813

The purpose of this grant is to analyze mission statements from all degree granting higher education institutions in the United States (n=4,176) utilizing data from the National Center for Education Statistics’ Integrated Postsecondary Data System. The research seeks to identify common themes in current college and university mission statements as well as the change in those themes over time.

### **Submitted Grants Under Review (\$2,971,091)**

#### **TRIO Training Program Grant, Absolute Priority 1, U.S. Department of Education, 2024-2026**

T. Hornor (Project Director)

Under Review, \$619,000

The purpose of this grant is to designate The Citadel as a federal training provider for TRIO program personnel in colleges and universities across the country. This grant will provide training on strategies for collecting and analyzing data to meet TRIO program-specific standardized objectives, strategies for effective student and project data reporting and record keeping, and how to conduct formative and summative evaluation, utilizing data to improve the project’s success in meeting its program specific objectives.

### **TRIO Training Program Grant, Absolute Priority 3, U.S. Department of Education, 2024-2026**

T. Hornor (Project Director)

Under Review, \$804,436

The purpose of this grant is to designate The Citadel as a federal training provider for TRIO program personnel in colleges and universities across the country. This grant will provide training on how to assess the needs of their student project participants and how to tailor counseling and support to the specific student needs, best practices in higher education retention and graduation strategies, taking into consideration the diverse cultural backgrounds and needs of students, and how to use technology to manage projects and provide services to students that enhance retention and graduation.

### **TRIO Training Program Grant, Absolute Priority 4, U.S. Department of Education, 2024-2026**

T. Hornor (Project Director)

Under Review, \$618,910

The purpose of this grant is to designate The Citadel as a federal training provider for TRIO program personnel in colleges and universities across the country. This grant will provide training on using grant aid appropriately and working with financial aid offices to provide students sufficient financial assistance to meet their full financial need while limiting the students' loan burden to a manageable level, college and university admissions policies and procedures as well as how to best help TRIO students navigate these processes, and proven methodologies for improving the TRIO student participants' financial and economic literacy.

### **TRIO Training Program Grant, Absolute Priority 5, U.S. Department of Education, 2024-2026**

T. Hornor (Project Director)

Under Review, \$803,750

The purpose of this grant is to designate The Citadel as a federal training provider for TRIO program personnel in colleges and universities across the country. This grant will provide training on strategies for recruiting and designing and providing effective educational services to hard-to-reach student populations.

### **Exploring the Roles of Academic Pathways and Intersecting Identities on Persistence and Transition of Two-Year College Students, National Science Foundation, 2024-2025**

S. Laughton (Principal Investigator), M.K. Watson, (Co-Principal Investigator), & T. Hornor (Co-Principal Investigator).

Under Review, \$99,995

The goal of this planning grant is to assemble data and stakeholder perspectives to inform design of a cross-institutional scholarship program to support persistence of two-year college students through completion of an engineering bachelor's degree. The following objectives will support the project team in building capacity across The Citadel and TTC to submit a Track 3 S-STEM proposal: (1) Assess the math preparedness of incoming two-year college students, (2) Identify curricular barriers to completion of an engineering associate's degree at TTC, (3) Explore how students' multiple, intersecting identities impact their academic pathways, and (4) Convene working groups to leverage institutional, survey, and focus group data to plan future S-STEM interventions.

### **College Admissions Counseling Micro-credential Grant, Lowcountry Graduate Center, 2024-2026**

T. Hornor (Principal Investigator)

Under Review, \$25,000

This project seeks to develop and implement a College Admissions Counseling online micro credential to serve school counselors throughout the State of South Carolina. The six-week micro credential will include three two-week modules (1) college admissions counseling, (2) big data and artificial intelligence in college admissions, and (3) strategic enrollment management.



## GRANT REVIEWS

U.S. Department of Education Grant Reader 2007 – 2010

- Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive Grant Program
- Fund for the Improvement of Postsecondary Education (FIPSE) Special Focus Grants
- Center of Excellence for Veteran Student Success Program
- Upward Bound Program

## PRESENTATIONS

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### Peer-Reviewed National Conference Presentations

Westberry, L. & Hornor, T. (2024). “*Principal Professional Development: Research Revelations.*” The School Superintendents Association Annual Conference.

Hornor, T. (2023). “*Centering Student Affairs in the Institutional Context: Strengthening Student Affairs Through Assessment and Strategic Planning.*” NASPA Virtual Annual Conference.

Hornor, T. (2023). “*Infusing Research into Practice to Enhance Student Veteran Success.*” NASPA Virtual Annual Conference.

Hornor, T. (2022). “*Supporting Student Veteran Success.*” Association of American Colleges and Universities Annual Conference.

Hornor, T. (2022). “*Strengthening College Students’ Confidence in Their Own Ethical Reasoning Skills.*” Association of American Colleges and Universities Annual Conference.

Hornor, T. (2022). “*Designing and Implementing Institution-wide ePortfolios.*” Association of American Colleges and Universities Annual Conference & Forum on Open Learning and ePortfolios

Hornor, T. & Brooks, J. (2022). “*Strengthening Esprit de Corps: Enhancing Student Veterans’ Sense of Belonging in Colleges and Universities.*” Student Veterans of America Annual Conference.

Hornor, T. (2022). “*Student Veteran Leader’s Toolkit: Leveraging Institutional Processes to Strengthen Your Chapter’s Strategic Planning, Fundraising, and Veteran Success Initiatives.*” Student Veterans of America Annual Conference.

Hornor, T. & Oberman, A. (2022). “*Preparing School Counselors to Excel in College Admissions Counseling.*” National Career Development Association Annual Conference.

Westberry, L. & Hornor, T. (2022). “*Best Practices in Principal Professional Development.*” SREB Making Schools Work Conference.

Westberry, L. & Hornor, T. (2022). “*Virtual Principal: The Impact on Self-Efficacy and Professional Development Needs.*” SREB Making Schools Work Conference.

Hornor, T. (2021). “*Building a Successful Fifth-Year Report.*” Southern Association of Colleges and Schools Commission on Colleges Annual Conference.

Hornor, T. (2021). “*Creating an Assessment Gold Mine: Strategies for Designing and Implementing an Institution-wide e-Portfolio.*” American Association for Assessment in Higher Education Annual Conference.

- Hornor, T. (2021). *“Assessment and IR Leadership in Action: Building a Culture of Evidence through Strategic Planning.”* American Association for Assessment in Higher Education Annual Conference
- Hornor, T. (2021). *“Collaboration in Action: Engaging Faculty in Strategic Enrollment Management.”* American Association of Collegiate Registrars and Admissions Officers Annual Conference.
- Hornor, T. (2021). *“Planning for Student Success: Linking Strategic Planning and Assessment to Achieve Strategic Enrollment Management Goals.”* American Association of Collegiate Registrars and Admissions Officers Annual Conference.
- Hornor, T. (2021). *“The Academic Leader’s Toolkit: Linking Strategic Planning and Assessment to Successfully Navigate Change.”* American Council of Academic Deans (ACAD) and American Association of Colleges and Universities (AAC&U) Joint Annual Conference
- Hornor, T. (2020). *“Ethics in Action: Using Ethical Dilemmas to Strengthen College Students’ Leadership and Ethical Reasoning Skills”* NASPA, ACPA, and NCLP’s 2020 Leadership Educators Institute.
- Hornor, T. (2020). *“Strengthening Academic Affairs and Student Affairs Collaboration for Innovative SEM Implementation”* American Association of Collegiate Registrars and Admissions Officers (AACRAO) Annual Strategic Enrollment Management (SEM) Conference.
- Hornor, T. (2020). *“Planning for the Future of Higher Education: Leveraging Change through SEM and Strategic Planning”* American Association of Collegiate Registrars and Admissions Officers (AACRAO) Annual Strategic Enrollment Management (SEM) Conference.
- Hornor, T. (2020). *“Strengthening Transitions: Combining Strategic Planning and Assessment to Navigate Change”* National Center for the First-Year Experience and Students in Transition, 27<sup>th</sup> Annual Conference for Students in Transition.
- Hornor, T. (2020). *“Using e-Portfolios in the Assessment of Higher Education High Impact Practices,”* American Association for Assessment in Higher Education Annual Conference
- Hornor, T. (2020). *“Ethics in Action: Using Ethical Dilemmas in the Assessment of College Students’ Ethical Reasoning Skills,”* American Association for Assessment in Higher Education Annual Conference
- Hornor, T. (2019). *“Impact of Marketing in Strategic Enrollment Management,”* 9x5 Session, American Marketing Association Annual Higher Education Marketing Conference, Las Vegas, NV.
- Hornor, T. (2019). *“Strengthening Strategic Enrollment Management Through Institutional Strategic Planning and Assessment.”* American Association of Collegiate Registrars and Admissions Officers 29<sup>th</sup> Annual Strategic Enrollment Management Conference, Dallas, TX.
- Hornor, T. (2019). *“Linking Assessment and Strategic Planning Processes to Enhance Student Transitions.”* National Resource Center for First-Year Experience and Students in Transition’s 26<sup>th</sup> National Conference on Students in Transition, Orlando, FL.
- Hornor, T. and Pfarr, A. (2018). *“Institutional Effectiveness: Build Bridges and Collaborate.”* National Association of College Auxiliary Services, Charleston, SC.
- Hornor, T. (2016). *“Using Electronic Portfolios to Enhance Student Learning.”* American Association of Colleges and Universities Annual Conference, Washington, DC.

Rhoades, T., McNealy, T. Bischof, M., and Milner, P. (2014). *"The VALUE of Quality Degrees."* American Association of Colleges and Universities Annual Conference, Washington, DC.

McNealy, T. (2011). *"Linking Strategic Planning and Assessment to Improve Student Retention."* NASPA Assessment Conference, Las Vegas, NV.

McNealy, T. (2009). *"Linking Strategic Planning and Assessment for Continuous Improvement."* Assessment Institute, IUPUI, Indianapolis, IN.

McNealy, T. (2009). *"Planning for Student Success: Making Intentional Connections Between Assessment and Strategic Planning for Continuous Improvement."* NASPA, New Orleans, LA.

Domzal, T. and McNealy, T. (2007). *"Beyond Joint: Utilizing Joint Initiatives in Transforming Intelligence Education."* Council of College and Military Educators Annual Conference, Monterey, CA.

Domzal, T. and McNealy, T. (2006). *"Linking Assessment to Strategic Planning for Continuous Improvement."* Middle States Commission on Higher Education Annual Conference, Philadelphia, PA.

McNealy, T. and Van Wagner, T. (2006). *"Distinct Educational Environments."* Council of College and Military Educators Annual Conference, Reno, NV.

McNealy, T. and Hill, H. (2005). *"Peer Power: Six Easy Steps to Creating a Peer Advising Team that Enhances Student Engagement, Retention, and Advising Services."* National Academic Advising Association Annual Convention, Las Vegas, NV.

Hill, H. and McNealy, T. (2005). *"Academic Advising Administration Strategies: Utilizing Systematic Assessment to Improve Strategic Management and Quality Services."* National Academic Advising Association Annual Convention, Las Vegas, NV.

McNealy, T. and Hill, H. (2005) *"Utilizing Benchmarking to Design Assessment Programs that Enhance Student Services."* American College Student Personnel Association Annual Conference, Nashville, TN.

McNealy, T. and Hill, H. (2005). *"Utilizing Peer Advising to Enhance Student Engagement and Advising Services."* American College Student Personnel Association Annual Conference, Nashville, TN.

McNealy, T. and Hill, H. (2004). *"Online Student Services: Combining Innovative Information Technology Pathways To Improve Student Outcomes."* National Student Personnel Administrators Annual Conference, Tampa, FL.

Hill, H. and McNealy, T. (2004). *"Building a Bridge for Academic Success: Advising in a Restricted Access Environment."* National Academic Advising Association Annual Convention, Cincinnati, OH.

### **Peer-Reviewed Regional Conferences**

Hornor, T. & Westberry, L. (2024). *"Enhancing College Admissions Counseling Through Higher Education and K-12 Partnerships."* ACT South Atlantic Summit, Clemson University.

Westberry, L. & Hornor, T. (2022). *"Covid-19's impact on principal self-efficacy and next steps."* South Carolina Educators for the Practical Use of Research Conference.

Ellis, T., McNealy, T., & Hill, H. (2004). *"Innovation in Student Services: A Balanced Scorecard Approach to Enhancing Student Engagement."* Florida Association for Institutional Research Annual Conference, Melbourne, FL.

Hill, H., McNealy, T., Edwards, C., Watts, J., & Cheney, J. (2004). *“Is Your Office in the Eye of a Hurricane? A Balanced Scorecard Approach Can Help You Find Your Way Through the Storm.”* National Academic Advising Association Regional Conference, University of Central Florida, Orlando, FL.

### **Specialized Professional Development and Training**

Online Teaching Faculty Academy (8-week training course), The Citadel

Canvas Fundamentals, May 2020

Best Practices in Teaching Online, June 2020

Best Teachers Institute, June 2019

Racial Equity Institute, July 2018

National Coalition Building Institute (NCBI) Train the Trainer, 2014

Stewards of Children Training, Darkness to Light, 2015 and 2020

### **SERVICE**

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#### ***Institutional Service***

- Citadel Enrollment Management Council, Chairperson (Reporting to President)
- Citadel Strategic Planning Committee, Member and Administrative Coordinator
- General Education Committee, Member
- Citadel Faculty Senate
- Citadel Faculty Senate Finance Committee, Ex Officio Provost Office Liaison to Committee
- Citadel Faculty Senate, Awards Committee, Member
- Citadel Faculty Senate Graduate College Committee, Member
- Deans and Directors Academic Affairs Council, Member
- BOV Education and Leadership Development (ELD) Committee, Provost Office Liaison
- BOV Strategy, Vision, and Governance Committee, Provost Office Liaison
- SACSCOC Accreditation Liaison
- South Carolina Commission on Higher Education, Institutional Representative

#### ***ZFSOE Service***

- Program Coordinator and Advisor for Higher Education Leadership M.Ed. and Graduate Certificates
- Program Coordinator and Advisor for Instructional Systems Design and Performance Improvement M.Ed.
- Development Advisory Board Member, Zucker Family School of Education
- CAEP Accreditation Committee Member – Standard 1 and Advanced Standard 1
- CACREP Accreditation Committee Member – Standard 1 and Standard 4