Brett Welch, Ph.D.
4434 SOMERSET ROAD
LAKE CHARLE, LA 70605
337-377-7176 / BWELCH5@LAMAR.EDU

October 13, 2026

Dear Search Committee,

I am excited to submit this letter and accompanying resume as my official application for the position of President of Louisiana Tech University. I greatly appreciate the University's mission as a student-centered and community driven institution deeply committed to preparing graduates for successful careers and meaningful contributions to society. Our institutions share core values related to public engagement and transparency, as well as innovation in teaching and research. Lamar University is a public, Carnegie classified Research 2: High Research Spending and Doctorate Producing University located in Beaumont, Texas. Currently, enrollment is over 18,000 students, with 9,000 online and 9,000 on campus, creating a vibrant, yet complex structure.

Throughout my 30-year career in higher education, I have risen through the ranks of the faculty, serving as department chair, followed by experience as associate dean, dean, vice provost, and finally provost and chief academic officer. I have directly engaged with the evolving challenges facing higher education and have consistently led innovative solutions to advance institutional missions.

Why Louisiana Tech?

First, I grew up in Ruston. To this day, I have a connection with both Louisiana Tech and the community of Ruston. Also, in reviewing the position profile, I was particularly drawn to its vision for a future that is responsive to the needs of students, faculty, and the State of Louisiana. Likewise, the charge to select a proven leader who will advocate for "growth, relevance, and impact" resonates deeply with me. Throughout my career, I have believed that when a university maintains an unwavering commitment to quality, the goals of students, the needs of employers, and the expectations of the community naturally align.

High-quality academic programs produce graduates who are well prepared for meaningful careers and lifelong success. As those graduates excel in the workforce, they enhance the reputation of their institution, creating a powerful cycle of achievement and growth. Over time, institutional reputation becomes one of the most significant drivers of enrollment. Simply put, quality drives quantity, and that principle has guided my work as an academic leader.

I am also drawn to Louisiana Tech's strong sense of community. I feel most at home in a university environment where relationships matter, collaboration is valued, and people share a commitment to a common purpose. I would welcome the opportunity to contribute to an institution whose mission, culture, and aspirations align so closely with my own values and professional experience.

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Louisiana Tech occupies a distinctive place in higher education. Its beautiful campus, located in a vibrant college town, provides an exceptional student experience that is increasingly rare in today's higher education landscape. Coupled with a remarkable academic portfolio, a tradition of innovation, and a commitment to excellence, Louisiana Tech offers an environment where students, faculty, and staff can thrive.

Finally, I recognize what makes Louisiana Tech special, and I sincerely believe in its potential to build upon its already impressive legacy. For these reasons, along with my years of leadership experience in higher education, I believe I am well prepared to lead Louisiana Tech University into its next chapter of growth, achievement, and service.

External Relations and Fund Raising

My close collaboration with the Office of University Foundation and Advancement has provided extensive experience in donor relations, industry partnerships, and community engagement. These interactions, ranging from formal presentations to relationship-building at university events, have enhanced my ability to effectively advocate for students, faculty, and staff. I have developed a deep appreciation for the transformative power of philanthropy, witnessing firsthand how meaningful giving strengthens both the institution and the donors' connection to the university’s mission.

I have worked closely with the President's Office to lead state legislative relations. Also, I regularly engage with System staff on matters of academics, economic development, legal affairs, fundraising, and workforce initiatives. My involvement in preparing Legislative Appropriations Requests has deepened my understanding of the intersection between academic priorities and legislative processes. This experience has strengthened my capacity to advance institutional interests through strategic partnerships.

At my current institution, Lamar University, we are uniquely positioned to expand our research profile through specialized Centers in Midstream Management, Resiliency, and Port and Terminal Management. Our strategic location near major industry partners creates significant opportunities for external funding. I have spent the past few years leveraging these assets to enhance scholarship funding and strengthening faculty recruitment through competitive startup packages. By coordinating scholarly grant initiatives, legislative funding requests, state formula funding, and philanthropic giving, we have built financial resilience ahead of projected demographic changes in higher education.

To this end, there is not a “one size that fits all” approach to fund raising. However, I believe the skills and dispositions I have gained in this area are transferable to any context. I am confident in my ability to engage university alumni, as well as the north central Louisiana region in a constructive philanthropic initiative that gains results, while discovering new and building upon already established positive relationships.

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Faculty Relations

My extensive experience as a faculty member provides me with deep insight into the profession and a genuine understanding of faculty perspectives and concerns. I firmly believe that successful academic initiatives must meaningfully involve faculty from their inception. While administrative considerations such as program costs, funding opportunities, third-party partnerships, recruitment strategies, and professional development are essential, faculty expertise is crucial in ensuring academic quality, particularly regarding curriculum design, learning management systems, and pedagogical excellence within their disciplines.

Faculty engagement provides critical quality assurance that purely administrative oversight cannot replicate. This engagement flourishes only when built on a foundation of mutual trust and respect between faculty and administration. As a former academic dean and current Provost, I have prioritized shared governance and inclusive decision-making. While faculty voices are paramount in academic matters, I have worked to create dialogue that encompasses staff, students, alumni, and community stakeholders when appropriate. I am gratified by the positive response to these efforts to strengthen collaborative relationships across campus. The growing spirit of cooperation between the Provost's Office and various constituency groups, particularly faculty, has reinforced my confidence in shared governance for continued growth and excellence.

During my tenure as a Provost in the state of Texas, I have led Lamar University through a series of significant legislative and policy-driven changes, many of which had the potential to be perceived negatively by faculty. Despite this, our faculty relationships have not only remained strong but have continued to grow in trust and collaboration.

Over the past two years, Texas legislation has required universities to dismantle and restructure Faculty Senates, implement a more rigorous post-tenure review process, and remove all diversity-related materials from curricula and institutional practices. Each of these mandates carried substantial operational and cultural implications. Yet, even under these pressures, Lamar University has navigated the transition successfully:

- A new Faculty Senate was established in full compliance with legislative requirements.
- A comprehensive review of all courses was completed with minimal resistance.
- A strengthened post-tenure review process has been fully implemented.

Importantly, during this same period, Lamar University was named to the *Great Colleges to Work For* list, earning high marks in the category of “trust in leadership.” To me, this recognition reflects the core principle that has guided my leadership throughout these challenges: transparency.

By communicating openly, inviting faculty into the process, and explaining not only *what* decisions were required but *why* they were necessary, we cultivated a culture of shared understanding, even when the circumstances themselves were beyond our control. I firmly

believe that transparency is the foundation of effective academic leadership, particularly in times of external pressure and rapid change.

Student Success

I entered higher education with a singular mission: to transform students' lives. While I have transitioned into administrative leadership, my foundation as a classroom educator continues to inform my approach. My academic career spans teaching at all levels, from freshman foundations to doctoral seminars, and includes tenure and promotion at two institutions, publication of over twenty peer-reviewed articles, supervision of more than 100 doctoral dissertations, and teaching experience across face-to-face, hybrid, and online modalities. These varied experiences, including both achievements and challenges, have enriched my perspective as a university administrator.

Student success extends far beyond academic achievement. I actively collaborate with the Vice President of Student Engagement, Dean of Students, and Vice President of Athletics to foster a comprehensive collegiate experience. Lamar University's growing community of over 9,000 on campus students, including a vibrant international population, offers rich opportunities for personal growth, cultural exchange, and professional networking. As a university President, I plan to remain committed to championing these co-curricular opportunities that complement our academic mission and enhance student development.

Ensuring Academic Quality Through a Data-driven Approach

I have been actively involved in implementing and refining data-driven decision-making processes. Our leadership team regularly analyzes trends in enrollment growth, academic program sustainability, student engagement, and tuition revenue to inform strategic planning. While quantitative metrics are essential, equally important is the qualitative insight gained through stakeholder engagement. This comprehensive approach requires collaboration, patience, and strategic timing, while thoughtful implementation is crucial for lasting success.

The pursuit of institutional growth must be balanced with maintaining academic excellence. As Provost, my current role is to ensure that enrollment expansion aligns with our commitment to academic quality and the enduring value of a college degree. Growth initiatives must be anchored in strategic planning and supported by all stakeholders. I am confident that my experiences have led to an ability to create a vision and capability to elevate the university community to new levels of distinction through carefully planned expansion and innovation.

Accreditation excellence is fundamental to an institution's success. Beyond our Commission on Colleges and Universities accreditation, I have helped manage and maintain numerous specialized program accreditations that require rigorous oversight. I created an Office of Data, Accreditation, Assessment, and Compliance that demonstrates a commitment to meeting the reporting requirements of various state and federal agencies. These strategic initiatives have allowed us to remove low enrollment programs, add programs primed for growth while

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accentuating our formula forming. Additionally, appropriate and deliberate class scheduling models have been used to maximize efficiency of faculty workloads.

Fiscal Acumen

I have worked closely with and learned from two experienced university CFOs. These relationships have developed my knowledge in complex financial management, including formula funding models, enrollment forecasting, and zero-based budgeting implementation. This partnership has enhanced my ability to make informed financial decisions that align with institutional goals.

Additionally, through strategic implementation of shared services models and departmental restructuring, we have successfully optimized operational efficiency while developing new revenue streams. These initiatives have enabled us to support institutional growth while maintaining fiscal responsibility. We have also implemented 3% pay increases four years in a row.

Our strategic enrollment planning incorporates sophisticated approaches to scholarship funding and financial aid structuring to maximize yield and sustainable growth. We carefully balance opportunities across diverse student populations, including non-traditional learners and international students. Our partnership with our OPM (online program management provider), Risepoint, has driven consistent online enrollment growth, though we actively monitor the revenue-sharing agreement to ensure optimal financial outcomes. This requires ongoing coordination between enrollment management and budget oversight teams.

As Provost, I have brought particular attention to faculty resource allocation and workload management. This includes strategic decisions about staffing through full-time faculty versus adjunct instructors, considering both accreditation requirements and budgetary implications. The significant cost differentials between these staffing models require careful analysis and stakeholder consultation. Additionally, I maintain active collaboration with the Division of Facilities and Operations to ensure efficient space utilization across our campus, supporting both academic needs and fiscal responsibility.

Prior to my tenure in Texas, I spent twenty years working within the Louisiana higher education system. The stark contrast between the two states' approaches to higher education funding has greatly deepened my appreciation for having access to more robust resources in Texas, while also sharpening my understanding of the challenges institutions face when operating in a significantly different system.

Leadership Orientation

Recent professional development assessments have identified my leadership style as primarily "diplomatic," characterized by an ability to build consensus and navigate complex situations with

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emotional intelligence. This approach aligns with my commitment to fostering positive, productive work environments. While workplace challenges are inevitable, I have found that transparency and authenticity are foundational to building trust. I balance maintaining high professional standards with recognizing the importance of work-life integration. My leadership philosophy emphasizes both excellence in deliverables and respect for individual circumstances. Every project from my office must reflect the highest standards of professionalism in both content and presentation, which builds credibility and sets clear expectations across the organization.

I believe in leading by example and approaching all tasks, regardless of scope, with dedication and professionalism. This mindset has helped me build strong relationships across faculty, staff, students, and administration. My leadership approach is grounded in accessibility and mutual respect. While leadership inherently presents challenges, I have found that treating others with genuine respect and kindness creates a foundation for success. Above all, I value humility as the cornerstone of effective leadership, placing it above technical expertise or academic credentials.

The success of a university community depends on cohesive teamwork and shared purpose. Each role within our organization contributes essential value to our mission. As President of Louisiana Tech University, I would continue to champion the shared vision, ensuring that collective efforts advance the institution's standing and impact. Our team's success is measured not by individual achievements but by our unified progress toward institutional excellence.

Demonstrable Impact

During my tenure at Lamar University, I have contributed to several key institutional achievements. Our academic programs continue to strengthen while experiencing sustained enrollment growth. We have enhanced oversight of our online program portfolio, positioned our research Centers for significant external funding, revitalized the Center for Entrepreneurship, developed and implemented a DBA in Energy Management, and launched a College of Nursing and Health Professions, which in addition to housing our School of Nursing, will be the home for our new Nurse Anesthetist Program.

Our expanding international student presence and strategic partnerships with two-year institutions have strengthened our regional impact, particularly in the East Houston communities. Additionally, we have fortified our position within the Texas State University System through collaborative relationships and strategic alignment.

Regarding acquired funds through either requested state appropriations or private donations, we have brought in over 85 million dollars in the past 3 years; leading to enhancements ranging from new construction and campus renovations, scholarships, student success initiatives, and an increased NIL pool for our athletic department.

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Athletics

My father was a college basketball coach for more than 40 years, eight of those were at Louisiana Tech. The Thomas Assembly Center was a major part of my childhood, with those memories continuing today. Through those experiences, I have developed a deep appreciation for the role that collegiate athletics plays in shaping public perception of a university. For many individuals, athletics serves as their first introduction to an institution and provides a highly visible window into its culture, values, and aspirations.

To maximize this impact, athletic programs must not only strive for competitive excellence and winning traditions but also demonstrate the highest standards of integrity and sportsmanship. When conducted with professionalism and character, athletics creates numerous opportunities for prospective students, alumni, supporters, and community members to have positive experiences with the university.

Athletics also serves as a powerful recruiting tool, helping attract talented students who contribute both on the field or court and in the classroom. Beyond recruitment and public engagement, participation in collegiate athletics can open countless doors for students by fostering leadership, discipline, teamwork, resilience, and professional connections that benefit them long after graduation. As a result, a strong athletic program enhances not only the visibility of the institution but also the transformative opportunities available to its students.

Stakeholder Advocacy and External Engagement

I have been fortunate to work for a President who not only appreciates my role as Provost but also recognizes and values my broader experience across University operations. As a result, I have frequently represented him in high-visibility and mission-critical settings, including Texas State University System Board meetings, legislative hearings, athletic conference meetings, donor events, and major Southeast Texas functions.

In these capacities, I have delivered keynote speeches and welcome addresses, engaged with legislators and community leaders, and presented on University finance, legislative priorities, and academic initiatives. These experiences have strengthened my ability to communicate effectively with diverse stakeholders, navigate complex political and operational environments, and advocate for the institution’s strategic priorities with clarity and confidence.

Having these experiences has strengthened my confidence in speaking publicly and engaging with diverse constituency groups. I have always been comfortable in these settings, but I am now far more intentional and systematic in how I prepare for and approach these appearances. I

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recognize the value each opportunity provides to share our message in a clear, positive, and forward-looking way.

As a result, the broader Southeast Texas community has been engaged, and there is a renewed sense of pride associated with the Lamar University brand. This transformation did not happen overnight; it has come through consistent visibility in the community and a commitment to transparency about both our current challenges and our future plans. Together, these efforts have given us the credibility needed to move forward with a bold new vision, one in which our community not only believes, but takes genuine pride.

Additionally, these efforts have led to a significant increase in external funding from donors, alumni, community organizations, and the Texas State University System. Over the past three years, we have secured more than $80 million in combined philanthropic contributions and legislative appropriations, strengthening our academic mission and expanding the resources available to our students and faculty

Closing Statement

While I believe my experiences align with the responsibilities of this position, I fully appreciate the scope and complexity of the role. My leadership approach balances confidence with the humility necessary for effective institutional leadership. I am committed to fostering innovation while maintaining academic excellence and exceptional student support services. Empathy, openness to creative thinking, and passion to expand while maintaining integrity of both academic programs and student services would be at the core of my leadership philosophy.

Equally important, my personal connection to the Ruston community would allow me to begin building and strengthening relationships from day one. Having a genuine appreciation for the University, the region, and the people who call Ruston home, I would be prepared to engage immediately with campus and community stakeholders in advancing Louisiana Tech's mission and future success.

I would welcome the opportunity to provide leadership that builds upon this momentum, strengthening academic excellence, deepening community engagement, and guiding Louisiana Tech University toward an even more impactful future. The opportunity to serve in this role would be both an honor and a privilege. Thank you for your time and attention considering my application. Best wishes for a successful search.

Sincerely,



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Education

Doctor of Philosophy in Curriculum and Instruction
LSU New Orleans, New Orleans, Louisiana
December 2003

Master of Arts in Student Affairs in Higher Education
Northwestern State University, Natchitoches, Louisiana
May 1997

Bachelor of Arts in Psychology
Minor in History
McNeese State University, Lake Charles, Louisiana
May 1995

Administrative Experience

June 2024 - Present
Lamar University
Provost and Vice President for Academic Affairs **Beaumont, Texas**

- Leads the University in its academic planning and in the setting of academic values, policies, and practices.
- Provides guidance to the dean of each college, as well as associate and assistant provosts, and is accountable for regularly evaluating and managing these positions.
- Provides oversight and assigns budgets to the dean of each college and to the directors of centers within the University.
- Serves as senior advisor to the President, integrates academic priorities into the long-range vision and strategic plan of the University.
- Oversees administrative practices associated with enrollment, course offerings, tuition and student fees and the policies and values that guide these efforts.
- Works closely with the Vice President of Enrollment Management and CFO in implementing and evaluating major academic, student support, recruitment, retention, enrollment, and research initiatives of the University.
- Represents the University in external matters that support the institution's public purposes, partners with University Advancement in the University Master Plan Campaign.
- Recommends and approves all promotions, hires, tenure and promotion decisions, and new appointments to the faculty.
- Develops a strong, cohesive leadership team for the Division of Academic Affairs and its diverse academic constituencies.
- Advocates for and oversees an effective process of faculty recruitment, hiring, retention, evaluation, support and promotion.
- Ensures that the faculty receives the support necessary to carry out the University's academic purposes.
- Implements the long-range vision and strategic plan of the University for academic areas; promotes inclusive excellence in teaching, research, and academic grants.
- Works with the faculty to ensure an effective faculty voice in University governance.
- Coordinates communications with OPM partner, Risepoint, to ensure appropriate enrollment growth through accelerated online academic programs, while maintaining quality instruction.
- Ensures successful continuance of regional and specialized accreditation for the University through educational quality improvement initiatives and on-going assessment of student learning.
- Oversees effective experiential learning and community engagement opportunities for students.

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September 2022 – June 2024
Lamar University
Vice Provost for Digital Learning / Dean of Graduate Studies **Beaumont, Texas**

- Identified innovative opportunities within all academic departments for new or expanded online and/or hybrid programs.
- Facilitated online initiatives for graduate and undergraduate degree programs, certificates, and a range of credit and non-credit credential programs.
- Strategically investigated online opportunity development and delivery methods.
- Provided guidance for market opportunities and bringing new offerings to market.
- Oversaw operational and financial resources to provide a systematic launch of new and maintenance of current programs.
- Advanced program delivery to ensure quality assurance of all online offerings.
- Implemented data and learning analytics to establish quality standards for online offerings.
- Provided guidance in best practices of online learning while remaining informed of emerging technologies.
- Ensured compliance for online programming is met with all accreditation agencies.
- Oversaw the teaching, research, and mission of the University by supervising personnel, securing resources, and providing resources to all academic colleges.
- Prepared budgets that align with unit's strategic planning processes and program development.
- Provided support of graduate student recruitment and retention.
- Actively supported innovations in graduate and research studies that build transformative academic, professional, and grant-funded opportunities for students and faculty.

September 2020 – August 2022
Lamar University
Associate Dean, College of Graduate Studies **Beaumont, Texas**

- Collaborated with the Provost's Office and the other academic deans in strategic planning for all graduate programs in support of the University's mission.
- Set strategic planning and assessment priorities for the College of Graduate Studies in accordance with Academic Affairs' planning and the University's mission.
- Provided support for Provost's Office and College of Graduate Studies Dean with oversight for Graduate Study's budget, staff, and facilities.
- Convened the Graduate Council in reviewing and approving new programs and curricular changes and assisted in all revisions and expansions of the University's graduate curriculum offerings and degree or certificate requirements.
- Served as primary liaison between College of Graduate Studies and Office of International Affairs.
- Assisted departments and graduate programs with the development of proposals for new graduate programs.
- Ensured faculty, departments, graduate programs, and students follow all academic policies set by the University and governing bodies.
- Monitored graduate area as programs advanced through Texas State University System and The Texas Higher Education Coordinating Board processes
- Supported, in collaboration with Academic Affairs leadership, external reviews of graduate programs.
- Served as College of Graduate Studies liaison for items pertaining to graduate education with SACSCOC.

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August 2017 – September 2020
Lamar University **Beaumont, Texas**
Director, Center for Doctoral Studies in Educational Leadership, College of Education and Human Development

- Scheduled all faculty teaching and dissertation loads.
- Monitored students' matriculation through the program.
- Served as arbitrator for faculty and student disputes.
- Oversaw all curriculum changes within the program.
- Monitored faculty travel requests.
- Maintained the doctoral program's assessment plan.
- Coordinated the hiring process for adjunct faculty, including application forms and contact with Human Resources
- Served as lead contact for potential doctoral candidates.
- Maintained the Center for Doctoral Studies Handbook.
- Monitored faculty credentials.
- Oversaw doctoral program's admission's process.

January 2013 – June 2016
McNeese State University **Lake Charles, Louisiana**
Director, Office of Graduate Education Programs, Burton College of Education

- Chaired the Graduate Programs in Education Advisory Council.
- Represented the College of Education on the McNeese Graduate Council.
- Coordinated curriculum reviews of graduate education programs undergoing revisions to be submitted to the McNeese Graduate Council.
- Coordinated development and revision of graduate education program needs, including but not limited to assessment systems, delivery formats, curriculum and program development, and marketing and recruitment.
- Coordinated the hiring process for graduate assistantships in all graduate education programs, including application forms and contact with Human Resources.
- Prepared and maintained the College of Education Graduate Study Handbook.
- Served as the institutional contact person for potential candidates interested in graduate study within the College of Education.

September 2011 – December 2012
McNeese State University **Lake Charles, Louisiana**
Department Chair, Department of Education Professions, Burton College of Education

- Assisted in the development, implementation, and monitoring of departmental registration system.
- Planned for curriculum assessment, program support, curricular activities, and staff development.
- Defined, promoted awareness of, and maintained adopted curriculum and program support.
- Maintained and submitted upon request complete records that document action planning.
- Coordinated data gathering, analysis, and reporting results of self-study for the purpose of developing an action plan for the College of Education.

September 2004 – July 2016
McNeese State University **Lake Charles, Louisiana**
Director of Assessment, Burton College of Education

- Coordinated the collection, analysis, interpretation, and presentation of data related to candidates in and completers of degree and certification programs in the College of Education through the Unit Assessment System.

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- Led the development, validation, and reliability testing of assessment instruments that provided evidence of program effectiveness, identified strengths and weaknesses, and informed continuous improvement efforts related to student learning and development.
- Served as the College of Education's liaison with the Office of Institutional Effectiveness/Academic Support and the Office of Institutional Research.
- Provided training for Unit faculty on various assessment and accreditation issues.
- Organized the implementation of assessments within the Unit Assessment Plan

September 2001 – August 2004
McNeese State University **Lake Charles, Louisiana**
Director of Institutional Effectiveness and Academic Support

- Developed, coordinated, implemented, and assessed policies and procedures required to uphold accreditation.
- Designed and implemented valid and reliable assessment instruments to assist with university evaluation.
- Assisted in the collection and analysis of data related to students and personnel.
- Served as liaison to departmental and college accreditation efforts.
- Served as liaison and contact person for the ACT Student Opinion Survey, a survey which assesses programs and services that will best meet student needs.
- Coordinated and produced institutional planning and assessment documents such as Master Plan/Progress Report and the University of Louisiana System Strategic Plan.
- Monitored faculty credentials.
- Disseminated accreditation planning and evaluation information to the University community.
- Supervised publication of the University Catalog, the Faculty/Staff Handbook, the Advising Handbook, the Athletics Department Handbook, and other policy and procedure manuals.
- Administered the Enrollment Management Academic Scholarship Initiative, including awarding of scholarships, preparation of the budget, tracking of recipients' progress, disciplining students for lack of compliance, monitoring student housing awards, and reporting the status of the Program to the President.
- Administered the Educator's Graduate Scholarship, a scholarship for education graduate students wishing to pursue initial teacher certification.
- Assisted in preparation of special projects and documents as requested by the Vice President for Academic Affairs or President.

January 1999 – August 2001
McNeese State University **Lake Charles, Louisiana**
Academic Advisor in Division of Basic and General Studies / Instructor of Freshman Foundations

- Advised entering and continuing freshman on academic and social issues concerning their academic career.
- Assisted in the planning and development of Orientation 101.
- Taught Orientation 101 Lab, a class designed to educate freshmen on a variety of topics such as time and financial management skills, alcohol, and drug abuse, and note taking techniques.
- Served on numerous campus committees which addressed a variety of University issues such as non-traditional student workshops, the MAAP (Midpoint Assessment of Academic Progress) Examination, and Who's Who.
- Served as faculty representative on Enrollment Management Scholarship Committee.

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October 1997 - December 1998
McNeese State University **Lake Charles, Louisiana**
Assistant in Enrollment Information

- Represented University at various events such as college career programs and financial aid workshops.
- Recruited students from the Houston area, as well as the local five parish area.
- Conducted campus tours to interested parties and advised students on a wide variety of academic and social aspects of college life.
- Assisted in organizing and implementing campus activities such as Junior and Senior Beta, Annual Counselor's Conference, Senior Day, and Literary Rally.
- Advised non-traditional students at campus workshops.

Teaching Experience

September 2016 – September 2020
Lamar University
Professor / Doctoral Studies, Educational Leadership **Beaumont, Texas**

- Served on and chaired graduate doctoral defense committees.
- Taught and advised doctoral students within the Educational Leadership Doctoral Program
- Member of Lamar University Graduate Faculty
- Courses taught:
  Global Ethics and Values
  Global Leadership Issues
  Dynamics of Global Leadership
  Global Communication
  Contemporary Issues
  Academic Writing
  Leadership In Higher Education Administration
  Fundamentals in Program Evaluation
  Strategic Planning in Educational Leadership
  Educational Research Methods
  Qualitative Research Methods

September 2004 – September 2016
McNeese State University
Assistant / Associate Professor, Master's Program, Educational Leadership Lake Charles, Louisiana

- Taught and advised graduate students in the following programs: Educational Leadership, Educational Technology, Instructional Technology, School Counseling, and Master of Arts in Teaching (alternative certification).
- Served on and chaired graduate student defense committees in all M.Ed. and Specialist programs.
- Member of Graduate Faculty.
- Taught Non-Traditional Student, Psychology, and Health and Human Performance Education Freshman Foundations courses.
- Courses taught:
  Research I, II, and III: Educational Action Research
  Research Methods and Technology for School Leaders
  Developing a Vision for an Effective Learning Community
  School Law
  School and Community Relations
  Philosophies of Education
  History of Education

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September 2006 – September 2016
LSU **New Orleans** **New Orleans, Louisiana**
Visiting Lecturer

- Taught courses and led dissertation studies within the Department of Educational Leadership, Counseling, and Foundations.
- Member of University of New Orleans Graduate Faculty.
- Courses taught:
  Qualitative Data Analysis
  Advanced Educational Evaluation

September 2016 – September 2017
Northwestern State University **Natchitoches, Louisiana**
Visiting Lecturer

- Taught courses and led dissertation studies within the Department of Educational Leadership.
- Member of Northwestern State University Graduate Faculty.
- Courses taught:
  Quantitative Data Analysis
  Synthesis

Professional Affiliations

- TSUS (Texas State University System) Chief Academic Officers Council 2024-Present
- ATGS (Association of Texas Graduate Schools) 2022-Present
- CGS (Council of Graduate Schools) 2020-Present
- LTAC (Learning Technology Advisory Committee) for the Texas Higher Education Coordinating Board (THECB) 2022-2024
- TCCAO (Texas Council of Chief Academic Officers) – Secretary - 2021-Present
- CPED (Carnegie Project on the Education Doctorate) 2016-Present
- TASA (Texas Association of School Administrators) 2016-2022
- Phi Kappa Phi 2009 – Present
- Alpha Lambda Delta National Academic Honor Society for Freshmen 1999-Present
- Blue Key International Honor Society 1998 – Present
- LACADA (Louisiana Academic Advising Association) 1999 – 2001
- LACRAO (Louisiana Association of Collegiate Registrars and Admissions Officers) 1997 – 1998
- Student Personnel Association (Student Personnel Services Student Organization) 1995 – 1997
- LCIRSA (Louisiana Collegiate Intramural Recreational Sports Association) 1995 – 1997
- NIRSA (National Intramural Recreational Sports Association) Louisiana Student Representative, 1995 – 1997
- Psi Chi (The National Honor Society in Psychology) Founding Member/Secretary, 1994 – 1995

Awards, Recognitions, and Grants

- Phi Beta Delta Honor Society, 2023
- Lamar College of Education and Human Development STEM Mason Grant, 2018
- Robert Jones Beauregard Parish Historic Professorship, 2011
- Methodologist for LSU New Orleans's Dissertation of the Year, 2009
- Phi Kappa Phi Faculty Membership, 2009
- McNeese State University Pinnacle Award, 2008
- Hale Family Professorship in Education, 2008

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- Robert Jones Beauregard Parish Historic Professorship, 2006
- National Forum AERJ National Alumni Honor Roll of Published Writers, 2005
- Partners in Tourism Service Award, 2004
- Alpha Lambda Delta Honorary Membership Award, 1999
- Blue Key International Honor Society Honorary Membership Award, 1998
- Northwestern State University Recreational Sports Service Award, 1996-1997

University Committee Membership

Lamar University (2016-Present)

- Chair, Dean's Council, 2024-Present
- Chair, Academic Affairs Council, 2024-Present
- Chair, Distance Education Council, 2021-2024
- Chair, Academic Grievance Policy Committee, 2022-2024
- Chair, Graduate Council, 2021-2024
- President's Cabinet – 2022-Present
- Data Governance Committee, 2022-Present
- Athletic Council, 2022-2024
- Hurricane Preparedness Committee, 2021-Present
- Library Renovation Planning Committee, 2021-Present
- Lamar Capital Campaign Committee, 2022-Present
- Student Conduct Hearing Panel, 2021-Present
- SACSCOC Response Team, 2021-Present
- Commencement Committee, 2020-Present
- Ph.D. in Rural Development Committee, 2020-Present
- Institutional Patent Committee, 2020-2022
- College of Education and Human Development Policy and Procedure Committee, 2017-Present
- College of Education and Human Development Education Prep Counsel, 2017-Present
- College of Education and Human Development Strategic Planning Committee, 2017-2018
- College of Education and Human Development Strategic Planning Implementation Committee, 2018-Present
- Doctoral Studies Assessment Team, 2016-Present
- CPED Dissertation of the Year Award Committee Member, 2017-2018
- College of Education and Human Development Grade Appeal Committee, 2017-Present
- College of Education and Human Development 60th Anniversary Planning Committee, 2018

McNeese State University, Northwestern State University, and LSU New Orleans (1999-2015)

- University Graduate Council, 2013-2016
- Chair, College of Education Graduate Committee, 2013-2016
- University Quadrant Committee, Sub-Committee Chair, 2012
- SACS 5-Year Accreditation Report Team, Sub-Committee Chair, 2012
- Chair, College of Education Assessment Committee, 2006-2016
- Chair, Non-Traditional Student Organization Task Force, 2008 -2016
- Chair, International Education Task Force, 2004-2006
- Chair, University Retention Committee, 2004-2006
- Chair, University Faculty Advising Committee, 2003-2006
- Chair, Diversity Initiative Task Force, 2003-2005
- Chair, Enrollment Management Scholarship Committee, 2001-2004
- Chair, General Education Assessment Task Force, 2002-2004

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- Chair, Parent Orientation Planning Committee, 1999-2016
- Non-Traditional Student Organization Faculty Representative, 2008-2012
- Vice Chair, College of Education Standard 2 Committee, 2009-2010
- Vice Chair, College of Education Committee on Dispositions, 2007-2016
- Blue Key International Honor Society Faculty Representative, 1997-2016
- ACT Test Supervisor, 2004-2005
- Vice Chair, NCAA Reaccreditation Committee, 2003-2005
- Quadrant Committee, 2012
- NCATE Steering Committee, 2009-2010
- College of Education Economic Task Force, 2009-2010
- College of Education Administrative Council, 2004-2016
- Professional Education Advisory Council, 2004-2016
- PPG Scholarship Committee, 2004-2016
- Five Parish Scholarship Committee Member, 2001-2016
- College of Education Syllabus Review Team, 2008-2010
- NCATE/CACREP Assessment Committee, 2007-2009
- College of Education Conceptual Framework Committee, 2008-2009
- American Association of State Colleges and Universities Graduation Rate Outcomes Study Group, 2004-2005
- Administrative Budgetary Council / President's Executive Staff, 2001-2004
- University Budgetary Council, 2001-2004
- NCATE Standard II Assessment Committee, 2002-2004
- MSU Communication with Prospective Students Task Force, 2001-2004
- SACS Accreditation Liaison, 2001-2004
- Gender Equity Committee, 2001-2004
- ACT Student Opinion Survey Campus Representative, 2001-2004
- Grad Fest Committee, 2001-2004
- Noel & Levitz Recruitment Planning Committee, 2002-2004
- Noel & Levitz Retention Planning Committee, 2002-2004
- Computer Information Technology Strategic Planning Committee, 2003-2004
- Pinnacle Award Selection Committee, 2004
- Who's Who Selection Committee, 2001
- Institutional Equity and Sportsmanship (NCAA Interim Report 2001-2002)

Publications

Note - all publications are peer reviewed NI – National/International / R – Regional / S – State

Welch, B., Faulk, N., Montz, R., Msengi, C. (2022*). Finding Correlations Among Academic Performance, Demographic Influences and Clinical Competency Utilizing Predictive Variables in An associate degree Nursing Program*. Journal of Research Initiatives. Volume 6, Issue 1, May 2022. **(NI)**

Lehman, C, & ***Welch, B***. (2022). *Push-in Language Support in English-Medium International Schools.* International Journal of Current Approaches in Language Education and Social Sciences. CALESS 2022, 4(2), 84-102 **(NI)**

Faulk, N., Harvey, T. Martin, G., & ***Welch, B***. (2021). *A Comparative Analysis of the Impact of University Field Supervision on Administrative Mindsets: Considerations for Redesign*. School Leadership Review. Fall 2021 edition. **(R)**

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Lehman, C., & ***Welch, B.*** (2020). *Second language acquisition instructional models in International schools in East Asia.* Asia Pacific Journal of Educators and Education, 35(2), 1–16. https://doi.org/10.21315/apjee2020.35.2. **(NI)**

Welch, B., Lehman, C. (2020). *A Quantitative Investigation of Language Policy in International Schools in East Asia,* Research in Educational Policy and Management, Volume 2, Issue 1. **(NI)**

Faulk, N., ***Welch, B***. (2019). *Texas Superintendents' Perceptions of Online Teacher Education Revisited,* Review of Higher Education and Self-Learning, Volume 13, Issue 11. **(R)**

Welch, B., Salvo, S. & Shelton, K. (2019). *African American Males Learning Online: Promoting Academic Achievement in Higher Education,* Online Learning**, [**S.l.], v. 23, n.1, March 2019. ISSN 2472-5730. **(NI)**

Allen, G. ***Welch, B***., Shelton, K., & Quinn, P. (2018). *The Faculty Engagement Trend: How Years of Work Experience Impact Engagement.* NISOD Innovation Abstracts, March 2018**.(NI)**

Salvo, S., ***Welch, B.,*** & Shelton, K. (2018). *African American Males and Online Education: A Review of the Literature.* Online Journal of Distance Learning Administration, Spring 2018. **(NI)**

Welch, B., Faulk, N. (2018). *Educator Perceptions of Online Teacher Education: A Summary of Research.* Review of Higher Education and Self-Learning, Volume 11, Issue 29 **(R)**

Welch, B., Allen, G., Shelton, K., & Quinn, P. (2018). *The Faculty Engagement Trend: How Years of Work Experience Impact Engagement.* University Business. **(NI)**

Welch, B., Faulk, N., (2018). *Teacher's Perceptions of Professional Development.* TCPEA Midwinter Research Proceedings, Volume 2, Issue 1, 32-45. **(S)**

Allen, G., ***Welch. B***., Shelton, K., & Quinn, P. (2018). *The Faculty Engagement Trend: How Years of Work Experience Impact Engagement.* NISOD Innovation Abstracts, March 2018. **(NI)**

Salvo, S, ***Welch. B.,*** & Shelton, K. (2018). *African American Males and Online Education: A Review of the Literature,* Online Journal of Distance Learning Administration, spring 2018. **(NI)**

Welch, B., & Faulk, K. (2017, October). *Educator Perceptions of Online Teacher Education: A Summary of Research*, International Handbook of Academic Research and Teaching. Peer Reviewed Abstract of Intellectbase International Consortium, Volume 51, fall 2017, 5-6. **(NI)**

Welch, B., LaFargue, O'Connor, J., & Young, K. (2017). *Promoting Proactive, Empowered School Counselors to Address At-Risk Student Needs,* TCPEA Midwinter Research Proceedings, Volume 2, Issue 1, 32-45. **(S)**

Welch, B., Chan, I., Borja, M., & Batiuk, M. (2016). *Predicting the Probability for Faculty Adopting an Audience Response System in Higher Education,* Journal of Information Technology Education, 72, 25-38. **(NI)**

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Welch, B., Hebert, D., VanMetre, S., & Broussard, J. (2014). *Teaching Today for Tomorrow: A Case Study of One High School's 1:1 Computer Adoption,* The Delta Kappa Gamma Bulletin-International Journal for Professional Educators, Volume 80, Number 4, 37-47. **(S)**

Welch, B. (2012). Research Appendix. *Mosby's Pathology for Massage Therapy*, December 2012, Susan Salvo**. (NI)**

Welch, B. & Hebert, D. (2011). *Evaluating Undergraduate Students' Dispositions in Clinical Health Promotion Settings.* Journal of the Louisiana Association for Health, Physical Education, Recreation, and Dance. **(S)**

Welch, B., Coleman, F., Causey, T. (2009). *Quality in Education: Perspectives Regarding Baldrige-Based Practices as They Related to Instructional Leadership in Middle Schools* Education Primary and Secondary Brief. **(NI)**

Welch, B. (2008). Research Appendix. *Mosby's Pathology for Massage Therapy*, December 2008, Susan Salvo. **(NI)**

Welch, B. (2005). *A Brief History of First-Year Orientation Programs in Higher Education: A Necessity for Regular and Non-Traditional Students*. National Forum of Applied Educational Research Journal, Volume 17, Number 2, 2004-2005. **(NI)**

Other Scholarly Works

Welch, B., Faulk, N., & Singh, M. (2018) *Increasing Awareness of STEM Related Positions in the Field of Education to Non-Education STEM Majors,* Mason Grant.

Welch, B., Chan, T. F. I., & Johnson, K. (2016). Fourth year pre-service teachers' perceptions of the student teaching practicum in Abu Dhabi. *Journal of Multidisciplinary Gradate Research*

Welch, B., Hebert, D., VanMetre, S., & Broussard, J. (2013). St. Louis Catholic High School 1:1 Tablet PC Initiative. Year 1 Report.

Welch, B. (2011). *Expanding Research and Publication Opportunities within the Burton College of Education: A Practical Professional Development Opportunity*. Robert Jones Beauregard Parish Historic Fund College of Education Professorship

Welch, B., Burckel, D., Kurth, M., Love, M., Swindle, B., Chaumont, T. (2011). *Southwest Louisiana Regional Housing Study.* Comprehensive Resiliency Program. Southwest Louisiana Economic Development Alliance.

Welch, B., Coleman, F., Causey, T. (2009). *Quality in Education: Perspectives Regarding Baldrige-Based Practices as They Related to Instructional Leadership in Middle Schools* Resource CD, Education Leadership Summit, Fort Myers, Florida.

Welch, B. & Hebert, D. (2008). *Establishing a Support System for McNeese State University's Non-Traditional Population,* Pinnacle Award Winning Proposal

Welch, B. & Hebert, D. (2008). *Another "No Child Left Behind": Promoting Proactive, Empowered School Counselors to Address At-Risk Student Needs*. Hale Family Professorship in Education

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Welch, B. & Hebert, D. (2008). *McNeese Burton College of Education Assessment Newsletter*

Welch, B. (2008). Methodologist, *Quality in Education: Perspectives Regarding Baldrige-Based Practices as They Related to Instructional Leadership in Middle Schools* – Felicia Coleman, Dissertation for the University of New Orleans.

Welch, B, (2008). Web Master, McNeese State University Non-Traditional Student Organization web-site – *ntso.mcneese.edu*

Welch, B. (2007). Methodologist, *The Perspectives of Male Inmates Regarding Their P-12 Educational Experiences* – Shannon LaFargue, Dissertation for the University of New Orleans.

Welch, B. (2005). *Gaining a More Comprehensive Understanding of Course Embedded Assessment: A Professional Development.* Robert Jones Beauregard Parish Historic Fund College of Education Professorship

Welch, B. (2000). *McNeese State University Parent/Support Group Orientation Handbook*

Professional Presentations

Welch, B.**,** Spicer-Runnels, A., Stephenson, M., Hayek, J. (July, 2022). *Bridging Student Success and Lifelong Learning: The Critical Role of Strategic Systemwide Partnerships*

Welch, B., Faulk, N., Arceneux, A. (February, 2022). *Exploring the Experiences of University Executive Team Members and the Relationships they Maintain as Factors that Impact Leadership and Institutions*. *S*outhwest Educational Research Association (SERA), San Antonio, TX

Faulk, N., ***Welch, B***., Larkin, T. (November, 2021). *Perceptions of the Effect of Collective Negotiations on Teacher Job Satisfaction,* Mid-South Educational Research Association (MSERA), New Orleans, LA

Welch. B. (November, 2021). *Ensuring Rigor in Graduate Course Syllabi,* Center for Teaching and Learning Workshop, Lamar University

Harvey, T., Faulk, N.., ***Welch, B.*** (September*, 2021) Research Based Professional Development Recommendations For Principal Preparation Field Supervision,* National Social Science Association (NSSA), San Diego, CA

Lynn, J., ***Welch, B***. (August, 2021), *Academic Rigor: The Foundation of Graduate Education, P*rovost Kick Off, Beaumont, TX

Faulk, N., Harvey, T., Martin, G., ***Welch, B***. (August, 2021) *A Comparative Analysis of the Impact of University Field Supervision on Administrative Mindsets: Considerations for Redesign,* International Council of Professors of Educational Leadership (ICPEL) The Virtual Shift in Ubiquitous Learning: Harnessing the Power of Digital Learning in a New World 2021

Young, K., ***Welch, B***. (August, 2020). *The Best of Both Worlds: Building Hybrid Instructional Spaces.* Center for Teaching and Learning Virtual Workshop, Lamar University

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Nix, V., ***Welch, B.*** (July, 2020) *Implementing and Assessing Affective Learning Domain Outcomes into an Online Course,* International Council of Professors of Educational Leadership (ICPEL) The Virtual Shift in Education 2020

Welch, B., Jurado, A., Keeney, H., & Faulk, N. (2020, January). *Project-Based Learning and Global Mindset Development,* Texas Council of Professional Educators Administration (TCPEA) Midwinter Conference, Austin TX

Welch, B., Sorrels, J., Carp, C., & Brown, K. (2019, February). *Combatting Digital Distractions: Relationships Among Accessibility, Anxiety, Frequency of Cell Phone Use, and Cognitive Learning,* Southwest Educational Research Association (SERA), San Antonio, TX

Reena, I. & ***Welch, B***., Singh, M., & Young, K. (2019, February). *The Effect of a STEM-specific Intervention Program on Academic Achievement., S*outhwest Educational Research Association (SERA), San Antonio, TX

Faulk, N., ***Welch, B.,*** *& Harvey, T.* (2019, November). *Perceptions of Principal Candidates Regarding the Consultation Process,* Mid-South Educational Research Association (MSERA), New Orleans, LA

Welch, B. & Faulk, N. (2018, January). *Teacher's Perceptions of Professional Development*, Texas Council of Professional Educators Administration (TCPEA) Midwinter Conference, Austin TX

Reena, I. & ***Welch, B***. (2018, February). *Impact of STEM-specific Program on at Risk Students in STEM Majors in Higher Education,* Southwest Educational Research Association (SERA), New Orleans, LA

Young, K., ***Welch, B***., O'Connor, J., & Hinerman, K. (2018, February). *Teacher Hiring Practices in Texas Public Education: A Pilot Study of the Hiring Practices in Public Education Survey, (HPPES,* Southwest Educational Research Association (SERA), New Orleans, LA

Salvo, S., ***Welch, B***., & Shelton, K. (2018, April). *Factors Contributing to Online Course Completion Among African American Male Undergraduate Students,* Online Learning Consortium (OLJ), Nashville TN

Bellard, Q., Borel, D., Mason, D., ***Welch, B.,*** (2018, September). *Engaging Students in an Online Environment,, P*rovost Kick Off, Beaumont, TX

Faulk, N. & ***Welch, B.*** (2018, November). *Educator Perceptions of Online Teacher Education: A Summary of Research*, Mid-South Educational Research Association (MSERA), Pensacola, FL

Welch, B, & Faulk, N. (2017, October). *Educator Perceptions of Online Teacher Education: A Summary of Research*, Intellectbase International Consortium, 2017, Atlanta, GA

Welch, B., Faulk, N., & Chan, I, (2017, April). *Predicting the Probability for Faculty Adopting an Audience Response System in Higher Education.* Education Research Conference, 2017, Beaumont, TX

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Welch, B., Young, K., & Hinerman, K. (2017, April). *Building an Electronic Assessment System through Open Source Software.* Digital Ticket, 2017, Beaumont, TX

Welch, B., Young, K., J., O'Connor, & Hinerman, K. (2017, April). *A Roundtable Discussion of Training and Collaboration Experiences with Synchronous and Asynchronous Tools.* Digital Ticket, 2017, Beaumont, TX

Welch, B, Faulk, N. (2017, April). *Educator Perceptions of Online Teacher Education: A Summary of Research*, Louisiana Council of Professors of Educational Administration, 2017, Lafayette, LA

Welch, B., LaFargue, S., O'Connor, J., & Young, K. (2017, February). *Promoting Proactive, Empowered School Counselors to Address At-Risk Student Needs,* TCPEA Midwinter Research Conference, 2017, Austin, TX

Welch, B, Hebert, D., VanMetre, S., & Broussard, J. (2014, April). *Assessing One School's Inception of a One to One Initiative*, Louisiana Council of Professors of Educational Administration, 2014, Kinder, LA

Welch, B, Hebert, D., VanMetre, S., & Broussard, J. (2013, November). *Assessing One School's Inception of a One to One Initiative*, Mid-South Educational Research Association Annual Meeting, 2013, Pensacola, FL

Welch, B., Hebert, D, Riley, K. (2012, November). *English Teachers' Perspectives on the Effects of Differential Instruction,* Mid South Educational Researchers Association (MSERA), 2012, Lexington, KT

Welch, B., Hebert, D, Riley, K. (2012, June). *English Teachers' Perspectives on the Effects of Differential Instruction,* Teaching and Learning Conference, Lake Charles, LA

Welch, B. & Haj-Broussard, M. (2010, March*). Fifth Year Evaluation-Administrative Perspective,* Louisiana Educational Researchers Association (LERA), Lafayette, LA

Welch, B. & Lafargue, S. (2009, April). *The Unheard Voice – A Study of Male Inmates' Reflections on Their K-12 Experiences,* LSU/LA ATE Student Teacher Conference, Baton Rouge, LA

Welch, B. (2008, August). *You Are Not Alone – Getting Through Your First Semester as a Non-Traditional Learner*, McNeese State University, Lake Charles, LA

Welch, B. & Hebert, D. (2008, June/July). *Orienting First-time Freshmen into the College of Education,* McNeese State University, Lake Charles, LA

Welch, B. (2008, July). Served as panelist for student teaching seminar. McNeese State University, Lake Charles, LA

Welch, B. & Hebert, D. (2008, March). *Electronic Assessment Systems: Innovations Promoting Change and Higher Quality in Teacher Education,* Making an Impact Conference, Kennesaw University, Marietta, GA

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Welch, B. & Hebert, D. (2008, March). *Maximizing Your Candidate Content Knowledge Data,* Making an Impact Conference, Kennesaw University, Marietta, GA

Welch, B. & Hebert, D. (2008, January). *The Non-Traditional Student*, Non-Traditional Orientation, McNeese State University, Lake Charles, LA

Welch, B., & Hebert, D. (2007, September). *Assessment 101*. Seminar on course-based assessment strategies presented to Department of Chemistry faculty, McNeese State University, Lake Charles, LA

Welch, B., & Hebert, D. (2007, August). Co-presented 4.5-hour assessment workshop for Professional Education Unit faculty, McNeese State University, Lake Charles, LA

Lafargue, S. & ***Welch, B***. (2007, October). *The Perspectives of Male Inmates Regarding Their P-12 Educational Experiences*, McNeese State University, Lake Charles, LA

Welch, B. (2006, February). Served as a panelist for a doctoral seminar for the University of New Orleans's Department of Curriculum and Instruction, University of New Orleans, New Orleans, LA

Welch, B. (2006, October). *Educational Evaluation in the P-12 Environment*. Lecture given to the University of New Orleans Curriculum and Instruction doctoral cohort, University of New Orleans, New Orleans, LA

Welch, B. (2003, April). *The value of a quality support staff*. Lecture given to Lake Area's Magnolia Chapter of the International Association of Administrative Professionals, Café Margeau, Lake Charles, LA

Welch, B. (2000, October). *Utilizing Your SPS degree*, Northwestern State University, Natchitoches, LA

Welch, B. & Khoury E. (2000, August). Co-presented a 2 hour orientation for parents and other support group members of McNeese first time freshmen, McNeese State University, Lake Charles, LA

Welch, B. (1999, April). *Let's talk McNeese.* Presented to numerous senior classes in the five parish area.

Welch, B. (1999, May). Presentation of academic scholarships to select graduating seniors, Alfred M. Barbe High School, Lake Charles, LA

Welch, B. (1999, November). Served as a panelist for the selection of McNeese Blue/Gold Peer Leaders, McNeese State University, Lake Charles, LA

Conferences and Workshops

- Southern Association of Colleges and School (SACSCOC) Fall Conference, December 2025, Nashville, TN
- Southern Association of Colleges and School (SACSCOC) Fall Conference, December 2024, Austin, TX
- Risepoint / Google Summit, 2024, Mountain View, CA
- Association of Texas Graduate Schools (ATGS), September 2024, San Antonio, TX
- The American Association of State Colleges and Universities AASCU, Summer Institute, July 2024, Denver, CO

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- Southern Association of Colleges and School (SACSCOC) Fall Conference, December 2023, Orlando, FL
- Association of Texas Graduate Schools (ATGS), September 2023, Corpus Christi, TX
- Council for Graduate Colleges National Conference, July 2023, Denver, CO
- Southern Association of Colleges and School (SACSCOC) Fall Conference, December 2022, Atlanta, GA
- International Council of Professors of Educational Leadership (ICPEL) Conference, Ubiquitous Learning: Harnessing the Power of Digital Learning in a New World, July 2021, Virtual.
- International Council of Professors of Educational Leadership (ICPEL) Conference, The Virtual Shift in Education. July 2020, Virtual.
- Texas Association of School Administrators (TASA) Midwinter Conference, January 2020, Austin, TX
- Texas Association of School Administrators (TASA) Midwinter Conference, January 2019, Austin, TX
- Southwest Educational Research Association (SERA) Conference, February 2019, San Antonio, TX
- Provost's Kick-Off, August 2019, Beaumont, TX
- Mid-South Educational Research Association (MSERA), November 2019, New Orleans, LA
- Texas Association of School Administrators (TASA) Midwinter Conference, January 2018, Austin, TX
- Southwest Educational Research Association (SERA) Conference, February 2018, New Orleans, LA
- Provost's Kick-Off, August 2018. Beaumont, TX
- Mid-South Educational Research Association (MSERA), November 2018, Pensacola, FL
- CPED Conference, June 2018, Tallahassee, FL
- Texas Association of School Administrators (TASA) Midwinter Conference, January 2017, Austin, TX
- Education Research Conference, April 2017, Beaumont, TX
- Louisiana Council of Professors of Educational Administration, April 2017, Lafayette, LA
- Digital Ticket Online Learning Conference, May 2017, Beaumont, TX
- Provost's Kick-Off, August 2017, Beaumont, TX
- Intellectbase International Consortium, October 2017, Atlanta, GA
- CAEP National Conference, 2017, St. Louis, MO
- Education 20/20: Innovative Teaching and Learning at a Distance. 2016, University of Houston, Houston TX
- Louisiana Council of Professors of Educational Administration, 2014, Kinder, LA
- Mid South Educational Researchers Association (MSERA), 2013, Pensacola, FL
- Mid South Educational Researchers Association (MSERA), 2012, Lexington, KT
- Teaching and Learning Conference, McNeese State University, 2012, Lake Charles, LA
- Academic Summit, University of Louisiana System, Service-Learning-Juried Art Exhibit-Undergraduate Research, 2012, Lake Charles, La
- Louisiana Educational Researchers Association (LERA), 2011, Lafayette, LA
- LSU / LA ATE Student Teaching Conference, 2009, Baton Rouge, LA
- Making an Impact: Best Practices for P-12 Teacher Preparation, A Conference for Institutions of Higher Education That Prepare Teachers and Leaders, 2008, Atlanta, GA
- Making an Impact: Best Practices for P-12 Teacher Preparation, A Conference for Institutions of Higher Education That Prepare Teachers and Leaders, 2007, Atlanta, GA
- NCATE National Conference, 2007, Washington, DC
- NCATE National Conference, 2004, Washington, DC
- 7th Annual Quality Day, 2004, Lake Charles, LA
- Noel and Levitz Recruitment and Retention Conference, 2003, San Diego, CA

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- Southern Association of Colleges and Schools Annual Meeting, 2002, San Antonio, TX
- Southern Association of Colleges and Schools Annual Meeting, 2001, New Orleans, LA
- National Resource Center for The First-Year Experience and Students in Transition Conference, 2001 Houston, TX

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