

Bruce A. Johnson, PhD, MBA

1700 Coupru Court, St. Peters, MO 63376
636-795-4137 • professordrbaj@gmail.com
LinkedIn: <https://www.linkedin.com/in/drbruceajohnson/>

PROFESSIONAL SUMMARY

ACADEMIC EDUCATOR, LEADER offers the following:

- Possess significant strengths in distance learning, adult education, teaching with technology, student and faculty relations, and curriculum development.
- Experience as a Dissertation Mentor, Committee Member, Chief Academic Officer, Dean, Faculty Director, and Faculty Development Manager, along with experience in Academic Affairs and Academic Operations.
- Developed an exceptional record of academic excellence, student and faculty services, collaboration, communication, mentoring, coaching, and professionalism.
- Strong academic acumen, with highly developed critical thinking, planning, organization, presentation, conflict resolution, problem-solving, and time management skills.
- Maintain a student focus while working in a demanding environment, under tight deadlines and high-pressure conditions.
- Recognized for an exceptional ability to relate to diverse student, faculty, and co-worker populations.
- Computer proficient with online classroom platforms that include WebCT, eCollege, Canvas, Sakai, Moodle, Educator, Desire2Learn, Blackboard, and others.

AREAS OF EXPERTISE

DISTANCE LEARNING EDUCATOR

- Create a safe, respectful, and welcoming learning environment.
- Exemplary ability to teach and motivate students while promoting the development of academic skills and facilitating the learning process.
- Incorporate the use of technology as a teaching tool, including video feedback.
- Specialize in working with new students, academically under-prepared students, and at-risk students.
- Outstanding ability to manage multiple assignments and tasks as a remote employee, setting priorities, adapting to changing conditions, and completing work tasks in a timely manner.

ACADEMIC LEADERSHIP

- Outstanding ability to lead faculty and instill a sense of purpose and vision through a strong work ethic, high ethical standards, and emotional intelligence.
- Promote a commitment to high educational standards, a student-centered focus, strong student outcomes, and high student satisfaction.
- Inspire faculty to improve their facilitation practice by leading online faculty workshops.
- Perform annual faculty classroom reviews and assess classes based upon established best practices.

FACULTY DEVELOPMENT

- Background includes the development of a brand-new faculty Center for Teaching and Learning.
- Authored and delivered faculty courses, workshops, and programs.
- Created a Faculty Performance Model with measurable performance standards.
- Developed and delivered a faculty training courses, including Faculty Performance Model training.
- Successfully created, launched, and delivered a brand-new Faculty New Hire Orientation Training program for an online school, along with a New Hire Faculty Mentoring program.
- Authored and delivered workshops, including: Classroom Management, Faculty Discussions, Development of Substantive and Meaningful Feedback, Faculty Communication

COMMUNICATION

- Exceptional ability to communicate and build rapport with students, faculty, and administrators of diverse backgrounds and cultures.
- Address all student situations with highly developed emotional intelligence and conflict resolution skills, while maintaining professional and ethical behavior.
- Outstanding oral and written communication skills, utilizing superior listening skills, to build productive working relationships with students.

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ACADEMIC EXPERIENCE

Core Faculty, School of Education, Performance Improvement Leadership/Training & Performance Improvement (Distance Learning Courses, Remote Position) (04/19 – Present)
Capella University, 225 South 6th Street, Minneapolis, MN 55402 (612-977-6331)

- **Teaching and Instruction:** Core faculty are highly-engaged instructors in the courses they teach. They are sought out by learners and consistently exceed set expectations for faculty who teach courses at Capella.
- **Doctoral Mentoring:** Core faculty are highly knowledgeable about established dissertation and doctoral capstone processes and resources. They interact effectively with learners, are able to develop strong relationships, and offer guidance. They have demonstrated success in chairing and serving on doctoral committees.
- **Curriculum and Course Development:** Core faculty are knowledgeable in the Capella course development process and have demonstrated the ability to work successfully with cross functional partners across Capella to plan and deliver high-quality course and curriculum in the area of their expertise.
- **School and University Governance:** Core faculty regularly demonstrate leadership roles in school and university governance. They are the role models and leaders among faculty and serve as peer mentors.
- **Research and Scholarship:** Core faculty stay current in their scholarly field(s) and demonstrate expertise through writing, speaking, and conference attendance. Core faculty are viewed by other faculty as thought leaders and share their expertise among their colleagues.
- **Leadership through Team Engagement:** Core faculty are expected to serve as models for all other faculty in their ability and willingness to take on essential roles and other duties as needed within the department, school or university.

Courses Taught Include:

- EDD8362: Human Performance Needs Assessment
- EDD8360: Intro Human Performance Improvement Systems
- EDD8020: Dynamics of Organizational Improvement
- EDD9971: Doctoral Capstone, Mentoring Doctoral Learners, Serving on Doctoral Committees (23 to date)
- ED7662: Designing Training and Performance Solutions
- ED7631: Introduction to Training and Performance Systems
- EDD8364: Designing, Delivering, Evaluating, Human Performance Improvement Interventions

Capella Faculty Virtual Conference Presentation

Appreciative Andragogy: Taking the Distance out of Distance Learning (November 14, 2019)

- Through the implementation and use of Appreciative Andragogy as an instructional method, an instructor will have a tool available which can build nurturing relationships and increase the instructor's presence within an online classroom environment, thereby taking the "distance" out of distance learning.

Stephen Shank Recognition, March 2020

The Stephen Shank Recognition honors teaching or mentoring excellence by a Capella faculty member for making a significant difference in a learner's pathway to success. This recognition is named for Stephen Shank, who co-founded Capella with a vision for high-quality adult education. His passion, values and purpose to help learners succeed, drives our faculty to carry this out in everyday teaching and mentoring interactions.

Feedback: December 2019, Acknowledgement: Thank you to my faculty mentor, Dr. Bruce Johnson, for dedicating time and energy to see my work through to the end. Your efforts will not be forgotten. I am inspired to continue my studies as well as instill a love of lifelong learning in others. -A.H.

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ACADEMIC EXPERIENCE

Adjunct Online Instructor (Distance Learning Courses, Remote Position) (02/2018 – 12/2019)
St. Charles Community College 4601 Mid Rivers Mall Dr, Cottleville, MO 63376 (636-922-8000)

Taught online courses:

- BUS-101-N201 Introduction to Business
- BUS-204-N01 Total Quality Operations Management
- BUS-230-N01 Principles of Marketing
- BUS-210-N01 Organizational Behavior
- BUS-208-N01 Entrepreneurship/Small Business Management
- BUS-236-NO1 Consumer Behavior

Responsible for the following:

- Development of the Course Syllabus and Course Calendar.
- Creating engaging and meaningful learning activities, including all discussions, quizzes, exams, and assignments.
- Building all components within the online course shell.
- Maintaining active participation in online discussions and providing students with timely and substantive feedback.

Special Project: Worked with the Business Department to convert traditional on-ground classes to online classes.

- Created the course blueprint, Course Syllabus, all learning activities, and built components within the online course shell.

Contract Curriculum Developer (Distance Learning Courses, Remote Position) (03/23/17 – 05/01/18)
American College of Education, 101 W Ohio St, Indianapolis, IN 46204 (405-593-8578)

Developed the following courses:

- EBUS5423 Data Analytics and Reporting
- EBUS5433 Law Labor and Negotiations
- EBUS5443 Risk Management
- LEAD5583 Career and Professional Development
- LEAD5603 Compliance and Reporting
- LEAD5623 The Economics of Community College
- EBUS5413 Operations and Facility Management
- ACCT5303 Managerial Accounting

Developed the following course components: Course Blueprint, Journal Article List (in lieu of a textbook), Module Assignments, Module Discussions, Course Objectives, Module Objectives, Presentation Scripts, Assessments (Module Assessments, Final Exam, Review Slides)

Supervisor Feedback: "Thank you. Bruce. I have truly valued your contributions, writing, and professional ethics. It's been such a joy to work with you." -D. Lee Tincher, Ph.D., Assistant Provost, Curriculum Development

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ACADEMIC EXPERIENCE

Faculty Development Manager (Remote Position) (08/21/17 – 11/28/18)
Confidential Client, Contract Concluded, Proof of Employment Can Be Provided

Developed and Initially Managed a Brand-New Faculty Center for Teaching and Learning

- Initiated and launched a brand-new faculty Center for Teaching and Learning.
- This Center for Teaching and Learning was designed as a resource for faculty, offering professional development courses, workshops, and programs to improve online teaching practices.
- Responsible for developing and delivering the initial faculty courses, workshops, and programs.
- Developed tracking sheets for all training courses to serve as documentation for faculty progress and course completion.

Established Faculty Performance Standards

- Created a Faculty Performance Model with 12 Performance Standards to standardize how faculty classroom performance is evaluated.
- Developed and delivered a mandatory Faculty Performance Model training course to support the implementation of the new Faculty Performance Model for classroom performance reviews.

Managed and Delivered New Hire Orientation Training

- Initiated, launched, and delivered the first Faculty New Hire Orientation Training program to help assess faculty candidates and acculturate them to relevant policies, processes, and procedures.
- Developed and delivered a New Hire Mentoring Program to support Faculty Candidates as they teach their first online course.
- Designed and delivered a Faculty Mentor training course to prepare Mentors for overseeing the ongoing development of new hires.
- Initially managed Faculty Mentors through the process of mentoring Faculty Candidates and served as a Mentor to Faculty Candidates.

Managed and Delivered Open and Remedial Faculty Workshops:

- Authored and delivered Open and Remedial Faculty Workshops: Faculty Classroom Management, Faculty Discussions, How to Develop Meaningful Feedback, Instructor Guidance Made Easy, Faculty Communication, Educational Technology in the Classroom, Discover How to Take the Distance Out of Distance Learning, Transform Online Teaching with Critical Thinking

Established Faculty Policies and Procedures:

- Helped redevelop the Faculty Handbook by suggesting policy and procedural changes which were implemented on an institutional-wide basis.

Launched the Writing Center:

- Responsible for the development of the school's first Writing Center Handbook.

Curriculum Development:

- Developed new versions of all General ED courses in a Moodle platform, including: Introduction to Business, Developing A Business Plan, Introduction to Physical Science, English Composition, American Government, Business Math, Introduction to Psychology, Introduction to Environmental Science

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ACADEMIC EXPERIENCE

Chief Academic Officer, Academic Dean, Faculty Director, Online Faculty (Remote Position)

Aston International University, Tel Aviv, Israel (01/01/15 – 12/31/16)

(Proof of Employment Can Be Provided)

- Start-Up: Unaccredited online international university.
- Targeted student population: European and Gulf Cooperation Council (GCC) countries.
- School Closed: Loss of investor funding.

Oversaw BA, MBA, DBA Programs:

- Primary Responsibility: Lead and develop all academic staff in driving academic excellence by setting objective goals, supporting academic staff, and evaluating academic performance.
- Maintained availability and responsiveness to instructors and students for questions.
- Communicated professionally with diverse instructor and student populations.
- Also upheld a commitment to excellence in classroom instruction, including international and experiential education.

Curriculum Development:

- Built curriculum and all online courses for the BA, MBA, and DBA programs. Online Course Instructor: Taught courses in the BA, MBA, DBA programs.

Dissertation Mentor:

- Served as Mentor for students in a DBA program and facilitated a DBA final culminating project.

Program Material Development:

- Created and developed new academic materials, content, and supporting materials, including university faculty and student catalogs.
- Gathered materials, data, and resources from advanced online teaching and faculty development experience, along with ongoing research in the field of adult education and distance learning, to enrich programs and create innovative new programs to meet the needs of an international student population.

Faculty Director:

- Responsible for formulating, interpreting, and implementing institutional policy and programs for the area of Faculty Development; provided substantial independence, authority, and discretion in program planning.
- Recruited, interviewed, hired, trained, mentored, and evaluated all online faculty.
- Developed and taught an innovative online faculty development training class to orientate instructors to the platform and faculty expectations.
- Motivated and empowered instructors to perform their very best by providing ongoing mentoring, coaching, feedback, and support.
- Responsible for the planning, implementation and evaluation of activities within the Office of Academic Affairs, to ensure faculty needs are met and programs are effective in increasing academic productivity.
- Provided one-on-one coaching for identification of mentoring needs and/or creating individualized professional development plans for faculty at all stages of their academic careers to address challenges and opportunities of teaching diverse international students.
- Designed, developed, and implemented programs around the concepts of skills development and mentorship including faculty development sessions with well-defined objectives, small group learning formats, and faculty performance of designated skills.

Academic Affairs:

- Responded to instructor and student inquiries about Academic Affairs matters, including grade disputes, plagiarism incidents, and assessments.

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ACADEMIC EXPERIENCE

Senior Online Faculty, Faculty Development Specialist (Remote Position) (08/01/2005 – 08/15/2014)
Apollo Education Group, 4025 S. Riverpoint Parkway, Phoenix, AZ 85040 (800-366-9699)

- Began in a pool of 30,000 adjunct instructors and rose to the top 200 within the first 10 months.
- As a result of exemplary performance, provided with advanced leadership opportunities.

Taught Undergraduate and Graduate Courses:

- Taught undergraduate and graduate students enrolled in business, business management, student success, humanities, general education, adult education, teaching with technology, and student orientation classes.
- Courses Taught Included: Supervision and Leadership, Foundations of Business, Organizational Theory & Behavior, Critical Thinking, Human Resources Management, Political, Legal, and Ethical Environments of Business, Introduction to Marketing, Skills for Learning in an Information Age

Recruited, Trained, and Mentored New Faculty:

- Spent two weeks training and preparing the new faculty for their role as an online instructor.
- Trained new faculty members by assisting them as they learned the required policies and procedures and set up a first class to teach.
- Mentored new faculty as they taught their first class, preparing weekly feedback and reports, monitoring the class for instructional effectiveness and meeting the required standards.

Faculty Workshop Facilitator:

- Inspired faculty to improve their facilitation practice by leading online faculty workshops, from best practices to effective communication in a virtual environment, along with topics that included providing meaningful feedback and cultivating engaging discussions.

Faculty Developmental Workshop Facilitator:

- Coached faculty members assigned to a workshop for corrective action because of performance issues identified from a class audit.
- Facilitated the following online faculty developmental workshops: Policy & Procedure Basics, Critical Thinking, Feedback that Makes a Difference, Facilitation, Grades & Feedback, New Students, Faculty Refresher, Tone, Classroom Assessment Techniques

Faculty Reviewer:

- Performed annual faculty classroom reviews and assessed classes based upon established best practices and adult learning theories related to online learning.
- Reviewed all aspects of the course, including course syllabi and adherence to school policies.

Student Workshop Facilitator:

- Facilitated the following online student workshops: APA Student Workshop, Student Research & Utilization, Student Technology Workshop for MS Office, Student Success Workshop, Avoiding Plagiarism

Student Success Coach:

- Served as a developmental success coach for students with direct contact by phone and email to guide and assist each student's progress.

Committee Member:

- Accreditation Review and Readiness, Student Success, Academic Preparedness

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ACADEMIC EXPERIENCE

Online Business Management Instructor and Mentor (Remote Position) (03/01/11 – 04/01/15)
American Public University System (APUS), 111 West Congress Street, Charles Town, WV 25414
(877-468-6268)

Taught undergraduate and graduate business, business management, leadership, organizational development, and organizational theory courses. A partial list of courses taught includes:

- Research Methods in Management Science, Human Relations Communication, Strategic Management, Leading Teams, Human Resources Development & Training

Facilitated the Management Practicum and Integration Project:

- This program aims to educate professionals for management and business practice in global military, government and business environments.

Comprehensive Examination Mentor:

- Evaluated the comprehensive final examination, which is tailored specifically to each specific graduate program and must be taken after students have completed 36 hours of study. Students complete a final culminating project that is evaluated based upon content and academic writing requirements.

Online Faculty, Faculty Mentor, Curriculum Developer (Remote Position) (03/01/08 – 03/01/14)
Kaplan University, 1801 E Kimberly Rd #1, Davenport, IA 52807 (563-355-3500)

Taught graduate student success strategies, research methods, and adult education courses.

- Served as subject matter expert for development of new courses.
- Mentored online faculty, serving as a role model by emulating online best practices.
- Special Accomplishment: Received: Certificate of Achievement, Excellence in Teaching

Adjunct Instructor (Traditional, Distance Learning Courses) (08/2011 – 12/2012)
St. Charles Community College, 4601 Mid Rivers Mall Dr, Cottleville, MO 63376 (636-922-8000)

Taught undergraduate business courses:

- Introduction to Business, Principles of Marketing, Personal Selling, Entrepreneurship and Small Business, Organizational Behavior, and Total Quality Operations Management.
- Courses were taught on-ground and online.
- Developed all course materials, including the course syllabus, activities, schedule, and assessments.

Adjunct Business Instructor (2005 – 2007)

St. Louis Community College, 11333 Big Bend Rd, St. Louis, MO 63122 (314-984-7500)

Taught continuing education business courses in the American Management Association program:

- This included Front-Line Supervision, The New Art of Hiring Smart, Meeting & Exceeding Customer Expectations, Interpersonal Communication Skills in the Workplace, and How to Manage Conflict in the Organization.
- Developed all course materials, including the course syllabus, activities, schedule, and assessments.

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ADDITIONAL EXPERIENCE

Curriculum Developer, Resume Writer, Career Coach

Dr. Bruce A. Johnson, (Self-Employed) DBA: Affordable Quality Writing (01/01/03 – 09/01/2019)
1700 Coupru Court, St. Peters, MO 63376 (636-795-4137) (Accredited by the Better Business Bureau)

Career Services, Career Coach, Resume Writer

- Launched Affordable Quality Writing in 2003 to provide resume writing and career coaching services.
- Expanded Affordable Quality Writing to also offer business consulting for organizational projects such as training and development programs, along with curriculum development projects.
- Rebranded Affordable Quality Writing to Dr. Bruce A. Johnson, expanding the scope of contract work available to include curriculum development and faculty development projects, along with resources for educators.

PROJECT EXAMPLES

Contract Business/HPI Consultant

North Highland Consulting Group (2016 – 2019)
1 North Brentwood Blvd. Suite 710, St. Louis, MO 63105

- **Project-Based Contracts:** Developed instructor-led corporate training courses, along with all supporting materials, presentations, trainer guides, participant guides, and job aids.
- **Significant Project:** Developed training materials for a global commercial insurance broker, Willis Towers Watson, which had merged with another insurance broker.

Curriculum Development for Writing Assistance, Inc. (2017)

- Developed corporate management training modules.

Instructional Design Project (2015 – 2016)

- Developed a graduate level online program and set up a LMS for a professional academy: Primary responsibilities included collaborating with SMEs to define learning needs, design and develop online courses and curriculum to support the program.

Online Faculty Development Specialist Project (2015)

- Taught a limited, five-week Foundations of Online Teaching for community college faculty.

Instructional and Curriculum Design Project (2014 – 2015)

- Developed courses and curriculum for a Leadership Development program in a corporate training and development department, for St. Louis-based company.
- Developed an innovative new hire orientation class and program for all organizational employees, which reduced the initial learning curve for new employees, and improved employee retention by 35% in the first six months implemented.
- Developed a time management course for employees, which was the first course offered by the training department related to improving time management.
- This position included curriculum development and instructional design; developing training materials, handouts, job aids, trainer guides, and innovative visual presentations.

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ADDITIONAL EXPERIENCE

Manager of Training and Development

Providian Financial, Las Vegas, NV (02/1997 – 02/2003)

Managed a team of Corporate Trainers in a call center open 24/7.

- During my tenure at this call center, I was responsible for changing the method of organizational development from performance management to human performance improvement.
- Prior to this change, the sole method of performance improvement was the use of performance goals, combined with a rating scale, measured annually during a performance review.
- After change was implemented, the focus was then placed on evaluating output and finding root causes for performance gaps, and then identifying appropriate interventions.

Inbound Customer Call Center

Successfully managed a team of six Corporate Trainers working all three shifts.

- 30% of training classes were procedural in nature and 70% of classes were related to soft skill development.
- Turnover in this call center was close to 80%, due to the transient nature of the population, which ultimately led to the closing of the center in 2003.

Primary Responsibilities

- Responsibilities included managing schedules and estimating costs of training operations.
- Managed the training department budget and inventory.
- Recruited, interviewed, hired and trained new trainers.
- Evaluated new training requests and scheduled course development based upon priority levels.
- Conducted Train the Trainer sessions: One-on-one and through classes and workshops.
- Conducted classroom observations and prepared trainer evaluations.
- Monitored the call center telephone queue board to ensure timely responses by customer service representatives.
- Listened to and observed call center customer service representative phone calls to monitor performance, completing performance review reports, and discussing findings with employees.

Training Development

- Managed project development for new courses and curriculum.
- Direct involvement in the authoring of new courses.
- Delegated course development to trainers based upon training needs and level of experience.
- Oversaw the implementation and evaluation of training materials.

Return on Investment

- Projected ROI of training projects for management and stakeholder meetings.
- ROI was measured by improved customer service feedback, optional services customers purchased at the end of the call, and reduced call times.
- ROI was balanced with the time employees were taken off the call rotation.

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ACADEMIC ACHIEVEMENTS

Doctor of Philosophy in Education

Specialization: Postsecondary and Adult Education (4.0 GPA)
Capella University, Minneapolis, Minnesota (Conferral Date: May 31, 2010)

Classes included: Effective Online Course Design, Delivery, Facilitation and Assessment, Advanced Practicum in Research Design, Higher Education Curriculum Development and Teaching Strategies, Advanced Study in Research Methods, Educational Philosophy and Change, Critical Skills for Facilitating Online Learning

Dissertation: Transformation of online teaching practices utilizing appreciative inquiry to enhance the process of learning.

Certificate: Training and Performance Improvement

Capella University, Minneapolis, Minnesota (09/30/2005) (4.0 GPA)

Classes included: Introduction to Training & Performance Systems, Needs Assessment: Models & Procedures, Evaluating Training & Performance Improvement Systems, Designing Training & Performance Solutions, Delivery Systems for Training & Performance Improvement

Master of Science, Education – Emphasis in Adult Education

Capella University, Minneapolis, Minnesota (06/30/2004) (4.0 GPA)

Classes included: Critical Thinking in Adult Education, Teaching & Learning with Diverse Populations, the Collaborative Nature of Adult Learning, Theory & Methods of Educating Adults, Evaluating the Effectiveness of the Educational Process, the Future of Educational Institutions.

Master's Thesis: Facilitating Adult Learning in Organizational and Educational Settings—Theory, Practice, and Applications.

Master's Thesis Feedback: "Thanks for your great work in this course. Your final project and course participation have surpassed expectations. Compiling the project throughout the term was brilliant and I will be suggesting it to future learners."

Master of Business Administration (MBA)

University of Phoenix, Las Vegas, Nevada (07/17/2000) (3.87 GPA)

Classes included: Managerial Ethics & Professional Responsibility, Information Management in Business, Advanced Marketing Management, Human Relations & Organizational Behavior, Executive Management in a Global Economy, Statistics for Managerial Decision-Making, Financial Accounting, Statistical Applications for Business Analysis, The Legal Environment of Business, Strategy/Formulation, & Implementation, Operations Management, Financial Analysis & Planning, Macroeconomics for Business, Managerial Finance.

Master's Thesis: A comprehensive business plan for a training & development company. The business plan components included: Vision & Mission Statement, Company Overview, Product Strategy, Market Analysis, Marketing Plan, and a Financial Plan.

Bachelor of Science, Business Administration

Lindenwood University, St. Charles, Missouri (1987)

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SCHOLAR PRACTITIONER

Transformation of Online Teaching Practices through Implementation of Appreciative Inquiry

Presented at the 21ST Annual Online Learning Consortium International Conference, October 14, 2015

Appreciative Andragogy: Taking the Distance out of Distance Learning

Capella Faculty Virtual Conference Presentation, November 14, 2019

Transformation of Online Teaching Practices through Implementation of Appreciative Inquiry

- Johnson, B. A. (2014). Transformation of Online Teaching Practices Through Implementation of Appreciative Inquiry. *Online Learning*, 18(3). doi: 10.24059/olj.v18i3.428

Getting Down to Business: A Handbook for Adjunct Faculty

- Paperback, ASIN: B01A68CG3E, Publisher: The Part-Time Press; First Edition (2015)
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MODERN SCHOLAR PRACTITIONER

Transform Online Teaching: Expert Strategies and Essential Resources Every Educator Needs

- Paperback, eBook, ISBN-13: 978-0-692-79129-5, CreateSpace (2016)

Appreciative Andragogy: Taking the Distance Out of Distance Learning

- Paperback, eBook, ISBN: 9781492274834, CreateSpace (2013)

Transform Adult Education: Expert Teaching Strategies for Educators

- eBook, ASIN: B074XKRKNG, CreateSpace (2017)

LinkedIn Pulse: Published Articles

- Higher Education, Adult Education, Distance Learning, Online Teaching, Career Development
- Article List: <https://www.linkedin.com/in/drbruceajohnson/detail/recent-activity/posts/>

Personal Website: Blog, Resources for Educators

- Blog: Higher Education, Adult Education, Distance Learning, Online Teaching, Career Development
 - Blog Posts: <http://www.drbruceajohnson.com/blog>
 - Inspirational Photos: <http://www.drbruceajohnson.com/photos>
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ONLINE PORTFOLIO

Dr. J's Online Portfolio link: <https://theonlineinstructor.blog/>

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FACULTY RECOGNITION MARCH 2020 – CAPELLA UNIVERSITY

Congratulations! You have been nominated by a learner for the *Stephen Shank Recognition* program.

This acknowledges the significant contribution you have made to that learner's success at Capella.

You are making a difference! We celebrate with you and thank you for your commitment to our learners.

Below are the wonderful comments about you that were submitted:

- Dr. Johnson has demonstrated exemplary work as an instructor and mentor. He is the kind of person who is not just interested in teaching a subject, but he sincerely wants to see people grow into the field of Training and Performance Improvement. He is definitely a tough instructor, but it is because he believes in rigorous instruction for outstanding results. As an adult learner I have felt challenged many times in my learning journey, but he has always encouraged me to keep on going. I guess it just shows what being part of Capella's Learning Community looks like. I hope he can be granted this award for his outstanding work for Capella's students.

- Dr. Bruce Johnson is an amazing individual. I've stated this after my first three interactions with him. Making a long story short as possible, A few quarters ago, I was given wrong information by an Instructor and Dr. John recognized the error and I had to restart my proposal right away. I was working on this proposal for over a year and was not getting anywhere. Once I found this out and I spoke to an instructor previously and said I feel as though I should be writing a change management plan and I was shut down. Dr. Johnson recognized this without me prompting him and I was devastated. The amount of money I spent in loans for school and I could be going to school for FREE through my job. I chose to Capella for a different experience.

I wanted to quit and pursue my other options. Dr. Johnson worked with me and through hard work, sweat and many, many, MANY tears. I was able to complete the proposal in that ONE quarter. Moving on to this quarter, I hit a wall and have slight depression. I want to quit (I still feel this way). I am going through a slight depression and I don't want to quit. Dr. Johnson recognizes this and sends me encouraging messages, gives me smaller goals to reach and let's me know it can be done. The support from him is unconditional and real. I honestly wasn't going to try this quarter and I am because of him. Words cannot express my gratitude and even though I am still trying get my headspace together, I recognize his dedication to his students and to his craft. I pray others feel the same way. I am crying as I write this for so many reasons.



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AWARDS

Excellence in Teaching Award (2014)

American Public University System

"In recognition of accomplishments for Teaching Excellence"

Nomination: Online Learning Consortium (2014)

Dr. Bruce A. Johnson is nominated for the follow award:

John R. Bourne Outstanding Achievement Award in Online Education

FEEDBACK EXAMPLES

Lisa Bellino, University of Phoenix:

"I have had the pleasure of working with Dr. Johnson. He is part of a team of faculty workshop facilitators, which is made up of the best teachers at the university. Additionally, he was chosen among that team to facilitate the remedial faculty workshops that I manage, and only the best workshop facilitators are selected to facilitate the remedial workshops. Suffice it to say that Dr. J is one of the best of the best!

Dr. J cheerfully and fully coaches workshop participants to ensure they have the best learning experiences possible. Even when participants are unhappy because they are required to take the remedial workshop, their survey results show that they appreciate Dr. J's efforts to help them improve. Dr. J has been a valuable member of my team, and I couldn't recommend him more highly as a facilitator!"

Hi Dr. J. I wanted to have one more opportunity to say thank you for **providing me one the best experiences** that I have had at the university. You challenged me, prepared me to be flexible, and are a valuable resource of information in this field. If we don't cross paths again, it was important for me to let you know the impact you have had. I was tempted to give this all up several times, and with each blow at my university I thought I would not get back up but I know I can do this.

Dr. Johnson was all about inspiration. I really liked that. This class had you looking at yourself and seeing what you needed to change so that you can accomplish your goals in school and in life.

Dr. Johnson was the best instructor ever!! He was so **encouraging and motivating**. He made me WANT to log into and get excited about class.

You teach with passion and you are a **model professor and mentor**.

As online student, I felt instructor's efforts to reach out students makes a great deal of difference, and **I never felt**

alone due to Dr. J's exemplary and continuous efforts to keep students updated and reminders about the due assignments.

Bruce A. Johnson, PhD, MBA

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FEEDBACK EXAMPLES

Dr. J: It is Teacher Appreciation Week and I wanted to let you know that I truly appreciate you and everything that you do for us. Thank you for your **guidance, patience, expertise, and insight** as we continue to navigate this course and this doctoral degree. Warmest regards, Sheena P.

Hello Dr. J, I just want to say thank you for your **patience and encouragement** throughout the course. The way you organize the course and **encourage the students is exemplary and inspirational**.

Dr. J, I wanted to take a moment and thank you, as well as commend you for being one of **the BEST educators I have EVER known**. Your class and the way you taught us left me not only inspired, and engaged, but also competent with how and what we learned from your class. **It is not often an educator like yourself comes into a person's life, but I am sure glad you came into mine**.

I can't imagine taking this class with anyone other than Dr. J. **I am humbled by his generosity of time and spirit**, and by his knowledge of APA formatting! I will admit that my experience with this program hasn't been very positive...until this last class. Dr. J. -- you are, by FAR, the best instructor I have had in my time at _____. **You took full control of a class full of stressed out students, and were able to help calm us down, ease our fears, AND hold us to the highest standards**. I know how hard that is -- you are an incredibly gifted teacher.

What it impressed me the most was the way Doctor Johnson **always had the time to read, to analyze, to provide more information and suggestions to our work**. I had never ever in my life had a Professor like you.

You helped me find my voice. When I look back at my first discussion post and compared it to the last post, I feel that I have grown and this growth is because of your guidance and feedback. I found that I wanted to absorb as much as I could from the materials and from my classmates. **You have opened a whole new world to me and I am very thankful for this gift**. You are an awesome instructor and I could see you being a great mentor to anyone who wants to seriously learn more. **Bottom line, you made an impact in my life**.

You took the time to explain why things were incorrect and pinpointed out what needed to be changed. **I have never experienced such consideration for my success in this degree program as I experienced with you**. You truly have a passion for standing behind your work and I just wanted to take the time to say thank you. My professional writing has drastically been improved and I am so pleased with what I have learned in this course, and the guidance you have provided! Thank you again for all that you do!

YOU have been spectacular I must say. I have learned so much from this class (you) vs. any other class I've taken at this university. **Your questions provoke students to think and analyze things more closely**; I can't say that for most instructors here. I feel as though most instructors ask students questions to keep them busy, not to provoke critical thinking. - you however are different. I really appreciate your efforts in your teaching and I am so glad that I had you for this class. Thank you for everything, **you have inspired me to always do better**.

Dr. Johnson was extremely helpful and was always willing to answer any questions we had. He was also **quick to respond to any emails** that were sent to him. He is a great teacher and presented the material to us in an easy to understand manner.

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COURSES TAUGHT – PARTIAL LIST

BUSINESS COURSES (Graduate, Undergraduate)

- Introduction to Business
- Principles of Management
- E-Commerce
- Leadership
- Entrepreneurship
- Principles of Marketing
- Personal Selling
- Organizational Behavior
- Organizational Management
- Organizational Development
- Organizational Culture
- Research Methods in Management Science
- Human Relations Communication
- Corporate Responsibility and Society
- Leading Teams
- Strategic Management
- Human Resource Development & Training
- Human Resources Management
- Cross-Cultural Management
- Integrated Studies in Management
- Interpersonal Communication Skills in the Workplace
- How to Manage Conflict in the Organization
- Management Communications

ADULT EDUCATION COURSES (Graduate, Undergraduate)

- Foundations of Online Teaching
- Academic Success Strategies
- Critical and Creative Thinking
- Learning & Assessment for the 21st Century
- Collaboration & Learning in a Virtual Environment
- Principles of Instructional Design
- Instructional Design for E-Learning
- Adult Learning in the Workplace
- Design Concepts & Application for Online Learning
- Evaluation of E-Learning
- Adult Learning & Instruction
- Teaching & Learning with Technology
- Teaching in Higher Education
- Trends and Issues in Instructional Design
- Technology for Online Learning

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CURRICULUM DEVELOPMENT – PARTIAL LIST

Capella University: Courses Developed

- EDD8524 The Future of Educational Leadership
- EDD8536 Implementing and Sustaining Organizational Change

St. Charles Community College: Courses Developed (Online Versions)

- BUS236 Consumer Behavior
- BUS208 Entrepreneurship
- BUS210 Organizational Behavior
- BUS230 Marketing
- BUS101 Introduction to Business

American College of Education: Courses Developed

- EBUS5423 Data Analytics and Reporting
- EBUS5433 Law Labor and Negotiations
- EBUS5443 Risk Management
- LEAD5583 Career and Professional Development
- LEAD5603 Compliance and Reporting
- LEAD5623 The Economics of Community College
- EBUS5413 Operations and Facility Management
- ACCT5303 Managerial Accounting

Aston International University: Courses Developed

- BUS370 Entrepreneurship
- MGT300 Principles of Management
- MGT335 Foundations of Leadership
- HRM310 Human Resources Management
- MGT350 Organizational Behavior
- MKT300 Marketing
- BUS200 Business Communication
- BUS305 Introduction to Business

Contract Client: Authored the Following

- Writing Center Handbook (Brand-New)
- Adjunct Faculty Handbook (Fully Updated)
- Faculty New Hire Orientation Manual (Brand-New)
- AGT100 American Government (Online Course)
- FTE225 Developing a Business Plan (Online Course)
- BUS101 Introduction to Business (Online Course)