

Terry Fitzgerald Williams

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EDUCATION:

Strayer University, Washington, D. C.
Masters in Public Administration 12/2009
Thesis: Analyzing Law Enforcement Agencies

Mississippi Valley State University, Itta Bena, MS
Masters of Science in Criminal Justice 05/2003

Mississippi Valley State University, Itta Bena, MS
Bachelor of Science in Criminal Justice 05/1998

AWARDS:

American Criminal Justice Association 2002

TEACHING EXPERIENCE:

Columbia College Mesquite, TX
Lead Faculty Member 07/18 to Present

- Assist the director in the conduct of faculty meeting, new faculty orientations.
- Assist the director in developing an outcomes assessment culture among faculty and student.
- Effectively teaching criminal justice courses as assigned by the college.
- Teach courses as needed per academic year, or the equivalent. Assist with developing, writing and revising course syllabi.
- Assist faculty colleagues with technology issues for web-enhancement, academic tasks and required online content delivery.
- Maintain standard syllabus/outline for each course, in accordance with program/procedures. Update course syllabus/outline annually.
- Work with the Director of Columbia College and departmental faculty.
- Develop a system for evaluation of teaching and learning including course competency expectations and student outcome measures.
- Also work and coordinate with Director of Columbia College in student recruitment, retention, and advisement activities and programs.
- Serve on local and state advisory committees as directed by the Director of Columbia College.

Columbia College
Adjunct Professor/Criminal Justice

Mesquite, TX
08/15 to Present

- Actively use technology as a learning tool and instructional tools for effective learning.
- Participate within academic and student enhancement activities.
- Effectively teaching criminal justice and public administration courses as assigned by the college.
- Teach seven courses per academic year, or the equivalent. Assist with designing, developing, writing and revising course curricula and syllabi.
- Help students define and develop realistic educational career plans through schedule planning for each semester and summer school, if appropriate.
- Meet with students during orientation to assist student with initial adjustment to college academic life. Meet with each continuing students of semester to plan for the coming semester (or summer) and to review/revise long-range academic program schedules.
- Assist students in planning a program consistent with their abilities and interests.

Brown Mackie College - Dallas/Ft Worth
Adjunct Professor

Bedford, TX
07/14 to 09/2014

- Teaching assigned classes in accordance with the College schedule.
- Keeping active at a high level of expertise in the subjects taught and stimulating enthusiasm for those subjects.
- Organizing each course taught into an effective instrument of learning according to divisional course outline.
- Recording daily class attendance and reporting attendance verification as requested.
- Planning each unit or lesson, as to both content and method, to make each class minute meaningful.
- Studying and utilizing the characteristics of the students in each class and college instructional support service in order to facilitate the best teaching and learning situations.
- Maximizing the learning opportunities for each student.
- Keeping informed of current trends and new approaches to instruction.
- Keeping students informed about their progress through the prompt grading of papers and evaluation of each student's work.

Mid-south Community College
Instructor

West Memphis, AR
08/07 to 05/2008

- Actively utilizing technology as a learning tool and actively evaluating instructional tools for effective learning.
- Maintain, complement and improve students through professional development, competence in discipline knowledge and instructional techniques and capabilities.
- Participated in Continuing Education and Community Service initiatives.
- Participate within academic and student enhancement activities.
- Effectively teaching criminal justice / government courses as assigned by the college.

- Instruct and facilitate meaningful learning in the course competencies in the curriculum and proactively support all facets of the learning environment.
- Encourage a culture of learning that values mutual responsibility, life-long learning, diversity and ethics as well as personal and professional development.
- Teach seven courses per academic year, or the equivalent. Assist with designing, developing, writing and revising course curricula and syllabi.

Crichton College (Victory University)
Adjunct Professor

Memphis, TN
 08/06 to 05/07

- Analysis and review of the structure of the minor program and requirements, that lead to the development of an education plan.
- Successful demonstration of criminal justice course objectives, use of library resources, advanced searches and evaluated competency skills.
- Demonstrated ability to design “hands-on” methods in criminal justice and related fields.
- Demonstrated ability of effective student recruitment and the procurement of outside agencies as a supplementary service.
- Developed syllabus and overall course structure, and administered all grades, including a weekly lab practicum, for the criminal justice program.
- Assist with facilitation of sub-departmental meetings for all adjunct (twice per semester: beginning and end) to discuss, review, and revise course curricula.
- Performed research into field(s) of expertise to ensure continued relevancy of curriculum.
- Performed all instructional duties necessary to teach assigned classes according to faculty loading guidelines.
- Prepared syllabi and lesson plans as requested.
- Maintained student attendance and grading records according to College policy.

Remington College
Lead Instructor

Memphis, TN
 10/03 to 05/06

- Effectively taught criminal justice courses as assigned by the college.
- Advised students for major and discipline requirements.
- Actively interested in the success of the student.
- Provided for and be actively involved in on-going evaluations, development, and enhancement of criminal justice offerings.
- Actively utilized instructional and discipline research data to employ methods for continuous improvement in instructional and institutional effectiveness.
- Developed syllabus and overall course structure, and administered all grades.
- Assisted with designing, developing, writing and revising course curricula and syllabi.
- Developed new courses and curricula as needed.
- Assisted with departmental initiatives for students in need of remedial help.
- Assisted with providing book and material advice and development for the college library.

RELATED EXPERIENCE:

Tarrant County Juvenile Services
Institutional Probation Officer (Part-Time)

Fort Worth, TX
07/16 to Present

- Direct service provider responsible for all aspects of the security, treatment, custody, care, and discipline of youth placed in the facility.
- Observe, assist, admit and release juveniles in accordance with prescribed procedures.
- Orients juveniles to the routines, procedures, and rules of Juvenile Facility.
- Supervises and participates in housekeeping, maintenance and grounds activities with juveniles.
- Observes and supervises juveniles while in custody, operated programs and during family visits.
- Provides group and individual guidance as assigned and needed.
- Enforces discipline and maintains security; writes incident, adjustments and release reports.
- Works with probation officers, teaching staff, mental health staff and law enforcement personnel.

University of North Texas
Academic Advisor II

Denton, TX
06/16 to Present

- Provides information and advice to enrolled and prospective students regarding the academic programs offered by the University or a specific department, including requirements for admission and retention through graduation.
- Advises enrolled and prospective students regarding academic programs and curriculums.
- Analyzes and processes degree plans, graduation applications, grade change forms, and general petitions.
- Maintains students' files updated throughout their academic careers and makes changes to records as necessary.
- Analyzes and processes requests for readmission from academic suspension, and financial aid reinstatements; provides retention services for students on probation.
- May assist in conducting orientation sessions for groups of incoming freshmen and transfer students.

Youth Advocate Program, Inc. (Part-time)
Advocate

Arlington, TX
08/13 to 07/2016

- Primary responsibility is to initiate, organize, plan, develop, and implement direct advocacy services to assigned clients and their families.
- Also, provide service plans based on a strength-based approach using the wrap around model.
- Provided supervision, leadership, and programs for troubled youths and/or youths in the juvenile justice system.
- Work with Probation with the clients, leads individual and group sessions. Maintains an individual file on each youth. Prepares social histories, interviews youths, and makes other necessary contacts. Confers with supervisor on apparent emotional problems of youths.

Teaching Philosophy

Terry F. Williams, M. S., M. P. A.

Teaching is stimulating because it allows me to continue participating in the learning process. Every day I am amazed by the observations of students, challenged by their queries, and inspired by their insights. As a result, I feel that teaching is integral to my personal and professional development. My educational approach incorporates a variety of instructive elements that seek to inspire students to embrace learning and to become active participants in their development as educated individuals, prepared professionals, and concerned civic stewards. It is my hope that students will learn skills in my classes that will enable them to effectively evaluate any argument or explanation in order to develop informed attitudes, beliefs, and perspectives.

As an applied field, Criminal Justice spans many social scientific disciplines. As such, I incorporate information from Sociology, Psychology, Political Science, and many other related academic areas into my curriculum. This approach, based on the liberal arts model, allows students to view issues through a wider lens, and prepares them for employment in a variety of settings.

In each of my courses, I seek to provide students with both breadth and depth of knowledge in the respective areas. For example, I commonly employ a general text that broadly covers the important issues and controversies of an area. This text will be used to give students a basic level of knowledge regarding what is currently known on the subject matter at hand. Often, this information is presented in lecture or discussion format with the opportunity for students to ask questions, voice concerns, or present personal experiences that relate to the issues under consideration. Additionally, I incorporate supplementary work so that each student is able to become intimately familiar with a specific issue. Depending on the course, this may take the form of an additional book to read, a paper to write, or a presentation to the rest of the class. For example, students in a criminological theory class may be divided into groups representing the dominant perspectives-each to present their arguments and propositions to the rest of the class. Furthermore, in many of my courses students can choose a topic that is of interest to them to write a comprehensive research paper.

Because reading, writing, and public speaking are important in any context, they are also stressed in each of my courses. Students are required to complete daily readings and at least one writing assignment throughout the semester. In addition, in-class discussions are encouraged in every class, and formal presentations are incorporated into many upper-level courses.

Because I maintain an active research agenda, I seek to integrate what is learned through these projects into classroom activities to inform the next generation of criminal justice professionals. As a result, students are exposed to information from up-to-date research endeavors and are thereby familiarized with cutting-edge criminal justice knowledge.

The Internet is an invaluable resource for students and computer skills are increasingly becoming a requisite for criminal justice professionals. For example, most patrol cars have computers in them, and many departments utilize geographic information systems technology to track crime patterns and identify "hot spots" of criminal behavior. Similarly, probation officers use court

databases to track their clients and word processing programs to write pre-sentence investigations. Because electronic resources are available to all students, and because the level of computer knowledge demanded of them when they graduate has increased exponentially in recent years, technology is utilized in every class I teach. For example, I regularly make use of PowerPoint to present material to the class, and maintain a webpage that organizes all of my teaching resources for each course. Students are able to access syllabi and lecture outlines online, as well as review their scores for all assignments and exams.

To summarize, I seek to provide students with an environment which fosters learning, cultivates personal growth, and challenges them to think critically about issues of crime and justice. I also aim to be accessible outside of the classroom to all students who wish to further enhance their understanding of specific issues. Students are always encouraged to approach me if they have questions about course material or criminal justice in general. My overall goal is to be a resource to all who are considering a career in criminal justice, or simply interested in learning more about certain aspects of the field.