City of Asheville

BOARDS & COMMISSIONS

Application Form

Applicants are strongly urged to attend several meetings of a board prior to applying

Name of board or commission: Board of Education

Your name: Jacquelyn Carr McHargue Home Phone #: 828-450-2703

Street address: 25 Hyannis Drive City: Asheville Zip Code: 28804

Mailing address (if different): _____

Employer: University of North Carolina - Asheville

Your position: Dean of Students Office Phone #: 828-251-6667

Resident of City yes County yes Race White * Sex M ___ F ✔ * Age 50 *

Are you a Homeowner or a Renter? * Renter

Residence location (check one): Central ___ North ✔ South ___ East ___ West ___

Are you aware of any potential conflicts of interest that may arise during your service on this board (i.e., property interest, business interest, etc.)? If so, please explain: _____. Potential conflicts of interest do not preclude appointments.

Please indicate the area(s) of expertise that you can bring to the above board(s), and then in detail list education, experience, reasons for your interest, and other factors that support your interest in serving **Applicants are encouraged to provide a cover letter and/or a brief resume. Please use additional sheets if necessary.**

As a parent of a current sophomore at Asheville High, I have been able to experience first hand Asheville City Schools since her first days at Claxton as a kindergartner. She's benefitted from partnerships with the YMCA, local/school sports, and other afterschool activities. During the time we have lived here, I have seen the challenges that ACS has faced with teacher loss, administrative transfers, superintendent transitions, achievement/opportunity gaps, testing changes, and other challenges such as responding to COVID-19 - and my child has experienced each firsthand (while I walk the journey beside her). I have also worked to be involved with her schools, teachers, and have built relationships with her teachers and other parents. I believe all these experiences and connections have placed me in a position to hear a wide array of experiences, successes, and concerns of parents, teachers, students, and the community. In addition, in my role in higher education, I am able to understand the long term impact of community trauma, adverse childhood experiences (ACEs), gaps in learning/access/opportunity, testing bias, and the power of strong teachers in (and on) the lives of young adults moving into the collegiate experience. In my role as Dean of Students, I oversee our behavioral intervention, threat assessment, case management, and student conduct processes. In addition, I work with students in recovery as they work to complete their education (both high school and college) while maintaining both their sobriety and mental health. I believe the combination of these experiences make me uniquely qualified to serve on

Return to:

Sarah Terwilliger, Deputy City Clerk
Post Office Box 7148
Asheville, N.C. 28802-7148

E-Mail: sterwilliger@ashevillenc.gov
Telephone: 259-5839
Fax #: 259-5499

Signature: Jacquelyn Carr McHargue

Date: 1/15/2021

E-Mail: jmchargu@unca.edu

Fax #: 828-251-5051

* This information is requested for the sole purpose of assuring that a cross section of the community is appointed.

Jacquelyn Carr McHargue

25 Hyannis Drive
Asheville, NC 28804
(828) 450-2703
jmchargue@gmail.com

Highlights of Qualifications:

- ❖ Extensive experience in Crisis Management, Behavioral Intervention, Threat Assessment, Student Conduct, Title IX, Housing and Residence Life and Student Affairs.
- ❖ Substantial training, consulting, programming and presentation experience on numerous topics, including but not limited to student rights and responsibilities, behavioral intervention/threat assessment, Free Speech/First Amendment, FERPA, academic integrity, mediation, leadership, first year student issues and issues surrounding fraternity and sorority risk management and liability.
- ❖ Assessment and data driven leadership with proven fiscal responsibility for over $8 million in departmental budgets.
- ❖ Extensive institutional committee and task force experiences fostering collaborative relationships

Education:

CLEMSON UNIVERSITY — Clemson, SC
Master of Education (M.Ed.), Post-Secondary Guidance and Counseling/Student Affairs

FLORIDA STATE UNIVERSITY — Tallahassee, FL
Bachelor of Science (B.S.), Social Work

WESTERN CAROLINA UNIVERSITY — Cullowhee, NC
28 hours completed in the Higher Education/Community College Administration Ed.D. Program

Experience:

DEAN OF STUDENTS — August 2006 to Present
The University of North Carolina Asheville — Asheville, NC

- ❖ Responsible for building and sustaining a campus environment conducive to student satisfaction, retention and matriculation, leadership development and academic achievement, which compliments the institution's unique liberal arts mission.
- ❖ Develop and implement a paradigm that holds responsible citizenship at the core value and basis for all Standards of community, conduct and accountability for students.
- ❖ Directly supervise and provide leadership for the offices of Residential Education, Citizenship Education, Housing Operations (2006-2014), Dining Services (2006-2013) and Transition Programs (New Student Orientation), Parent Programs, and Veterans Programs (2014 to present).
- ❖ Oversee full budgetary responsibility for over eight-million dollars of operating, personnel and reserve accounts
- ❖ Respond to and manage student related crises and collaborate with campus resources as needed
- ❖ Serve as a resource and ombudsperson responding to student needs as related to their personal, social and academic concerns as members of the UNC Asheville community
- ❖ Oversee the Behavioral Intervention and Threat Assessment Team and related case management
- ❖ Serve as part of the four person leadership team which oversees the Division of Student Affairs
- ❖ Oversee the management of the Division of Student Affairs in the absence of the Vice Chancellor.

MANAGING PARTNER — November 2020 to present
Southeast Therapeutic Consultants

- ❖ Specialized work in adult mental health and substance use disorder (SUD) treatment consulting, placement, and case management.
- ❖ Provide student focused career, life, learning and emotional assessments.
- ❖ Assist high school and college aged young adults in recovery in finding their collegiate best fit, advise through application and selection process, coordinate continuity of care and campus resource connection, mentor and support through collegiate transition and maintain ongoing scaffolding as need through and post-graduation.

CONSULTANT — June 2005 to current

- ❖ Provided consultation and programmatic outreach to colleges and organizations on topics surrounding collegiate recovery programs, student judicial affairs, behavioral intervention, threat assessment, emotional intelligence,

fraternity and sorority issues, Clery Act/ FERPA, leadership, staff development, student mental health issues in higher education and other topics as requested.

DIRECTOR OF STUDENT JUDICIAL AFFAIRS — June 2000 – June 2005
Western Carolina University — Cullowhee, NC

- ❖ Responsible for management of student conduct process as well as student organization and fraternity/sorority conduct including investigations, case management, formal hearings and mutual agreements.

AREA COORDINATOR — Fall 1997 – May 2000
Appalachian State University — Boone, NC

- ❖ Responsible for the operation and administration of a community of five residence halls housing 1227 students.
- ❖ Trained and supervised a staff of five Graduate Resident Directors and thirty-four Resident Assistants.
- ❖ Responsible for on-call crisis management for a campus residential community of over four thousand students.

RESIDENT DIRECTOR — June 1994 to June 1997
Ohio University — Athens, OH

Other Experience:

FUNDRAISING COORIDNATOR — December 2020 to present
AIST US U16 Girls Lacrosse Team
Assist the AIST's U16 girls lacrosse team in fundraising efforts to support their travel to Italy where the team will officially representing the United States in the Inaugural Italy Cup in July 2021.

CO-HOST — November 2020 to current
In One Ear Podcast/Radio Show

- ❖ Co-host a weekly podcast and radio show (Asheville 103.3 FM) called 'In One Ear' that discusses living and learning in an age of dissonance.

STUDENT SUCCESS COACH — August 2018 to present
The University of North Carolina Asheville

- ❖ Provide goal directed, action based coaching to assist students in their efforts to make their college experience successful.

ADVISOR, CHEER AND DANCE TEAM — April 2011 to present
The University of North Carolina Asheville

BIG SOUTH CONFERENCE CHEER AND DANCE/BAND HOST SITE COORDINATOR
Big South Conference Men's Basketball Championship Tournament (2012, 2018)
Big South Conference Women's Basketball Championship Tournament (2016, 2018)
The University of North Carolina Asheville

MARKETING AND OUTREACH, THE FAST BREAK CLUB — September 2011 to 2014
The University of North Carolina Asheville

CO-ADVISOR, THE ORDER OF BOS CANIS (UNCA) — April 2007 to 2013

MENTOR, MVP PROGRAM
The University of North Carolina Asheville — September 2006 to Present

- ❖ Serve as a mentor, advisor and resource for the Women's Basketball team.

ADVISORY BOARD, CAMPUS CREST PROPERTIES
Charlotte, NC — September 2010 to May 2014

MENTOR, FIRST YEAR MENTORING PROGRAM — July 2004 to May 2005
Western Carolina University

FACULTY ADVISOR, SIGMA ALPHA EPSILON FRATERNITY North Carolina Omega Chapter, Western Carolina University	October 2003 to January 2005
ADVISOR, ALPHA GAMMA DELTA FRATERNITY (Social Sorority) Theta Omicron Chapter, Western Carolina University	May 2002 to February 2005
TRANSITION TEAM, DEPARTMENT OF UNIVERSITY HOUSING Western Carolina University	April 2002 to September 2002
MENTOR (Balanced Man Program), SIGMA PHI EPSILON FRATERNITY North Carolina Pi Chapter, Western Carolina University	October 2001 to May 2002

Teaching Experience:

University of North Carolina at Asheville

CHEM178	The Science of Learning	(4 credit hours)
LA178/ LSIC 179	First Year Colloquia	(3 credit hours)
LA173/178	Reasonably Dramatic: Emotional Intelligence in TV and Film	(3 credit hours)

Western Carolina University

USI 130	University Experience	(1 credit hour)
COUN 141	Counseling 141 (Leadership Class) – *Guest Instructor*	(1 credit hour)
COUN 141	Counseling 141 (Resident Assistant Class) – *Guest Instructor*	(1 credit hour)

Appalachian State University

HPC 3400	Resident Assistant Leadership Development	(3 Credit Hours)

Ohio University

EDCP 400	Paraprofessional Training and Development Spring 1995, Spring 1996, Spring 1997	(1-4 Credit Hours)
UC 115	University Experience Fall 1995, Fall 1996	(2 Credit Hours)

Committee Experience (not inclusive):

The University of North Carolina at Asheville

New Student Orientation Committee	2020 to Present
Commencement Planning Committee	2019 to Present
Council for the Advancement of Professional Staff	2019 to Present
Emergency Operations Committee	2016 to Present
Student Success Steering Committee	2015 to Present
First Year Experience Advisory Committee (Co-Chair)	2014 to Present
Fan Engagement Committee	2013 to Present
Bias Incident Response Team	2012 to Present
Alcohol, Drug and Other Substances Committee	2012 to Present
Policy Review Committee	2011 to Present
Academic Calendar Committee	2009 to Present
New Residence Hall Construction Committee	2009 to Present
Academic Calendar Committee	2009 to Present
Dining Services Student Advisory Committee (Chair)	2009 to 2013
Student Affairs Faculty Advisory Committee	2008 to Present
Enrollment Planning Committee	2008 to Present

MapWorks/Skyfactor Steering Committee (Chair)	2008 to 2017
Enrollment Services Committee	2008 to Present
Sexual Harassment Committee	2007 to 2014
Care and Crisis Team (Chair)	2006 to Present
Campus Safety Committee	2006 to Present
Academic Appeals Committee	2006 to Present
Opening of Semester Committee	2006 to Present
Academic Exceptions Committee	2006 to Present
Admissions Review Committee (Chair)	2006 to Present
Export Control Committee	2006 to Present
Workplace Violence Committee	2006 to Present
Emergency Procedures Task Force	2006
Citizenship Education Task Group (Chair)	2006

The University of North Carolina General Administration

Dean of Students Working Group	2018 to Present
Student Mental Health Working Group	2017 to Present
Threat Assessment Working Group	2016 to Present
Early College Admissions Policy Committee	2016 to Present
Student Conduct Working Group	2012-2014
Staff Development Committee	2000 to 2002

Presentations:

Extensive experience in training, consulting, and program presentation on the local, state, regional and national level. Topics include: Federal Legislation, Student Rights and Responsibilities, Distressed and Distressing Students, Behavioral Intervention, Threat Assessment, Mental Health Issues, Title IX, Free Speech, Classroom Management, Fraternity and Sorority Issues, Risk Management, Organizational Liability, Organizational Discipline, Mediation, Restorative/Social Justice, Leadership, Academic Integrity, Suicide, Diversity, Civility, First Year Student Experience, Motivation, Teambuilding, Supervision, Conflict Management, and Values/Ethics. *See attached presenter's vita.*

Certifications:

Master Life Coach

Contact Tracer for SARS-Cov-2 Virus (Covid-19) – Johns Hopkins University

WAVR-21 (Workplace Assessment of Violence Risk)

Federal Emergency Management Association (FEMA) Certificate of Completion:

IS-100HE	Introduction to the Incident Command System, ICS-100, for Higher Education
IS-200.a/b	ICS for Single Resources and Initial Action Incidents
IS-300	Intermediate ICS for Expanding Incidents
IS-400	Advanced ICS Command and General Staff-Complex Incidents

Campus Security: Threat and Vulnerability Assessments (North Carolina Crime Control and Public Safety, Governor's Crime Commission)

Association of Title IX Administrators (ATIXA)
Certified Title IX Investigator

National Federation of State High School Associations (NFHS) Coaches Education Program/American Association of Cheerleading Coaches and Administrators (AACCA)
Certificate of Completion: Fundamentals of Coaching
Certificate of Completion: AACCA Spirit Team Safety
AACCA Certified Spirit Team (Cheer/Dance) Coach

Professional Affiliations

National Association of Therapeutic Schools and Programs (NATSAP)
Member 2021 to Present

Association of Recovery in Higher Education (AHRE)
Member 2020 to Present

Higher Education Case Manager Association (HECMA)
Member 2018 to Present

Association of Threat Assessment Professionals (ATAP)
Member 2014 to Present

American Association of Cheerleading Coaches and Administrators
Member 2014 to Present

Association of Student Conduct Administrators - ASCA (formerly ASJA)
Member 1993 to Present
Legislative Issues Committee, 2004 to Present
Membership Advisory Committee (Chair), 2006 to 2008
Board of Directors
Secretary, 2003 to 2005
Conference Chair for the 2003 International Conference
Donald D. Gehring Judicial Training Institute
Advanced Judicial Affairs Track, 2004
Lab Instructor, 2002 and 2003
Logistics Coordinator, 2000-2001
Basic Judicial Affairs Track, 2000
International Conference Committee
Conference Committee, 2007 Conference
Co-Chair, Newcomers Committee for the 2005 Conference
Conference Chair for 2003 Conference
Assistant Conference Chair for 2002 Conference, 2001-2002
Conference Registration Chair, 1998 to 2000
Case Study Competition Coordinator, 1997 to 2000
Volunteer, 1993 to 1997
Circuit IV State Representative, 1998 to 2001

College Student Educators International (ACPA)
Member 1993 to Present
Placement and Career Services Committee
Co-Chair, Employer and Candidate Services/Scheduling, 1999 to 2004, 2007
Co-Chair, Message Center, 1998
Placement Support Team, 1997
Conference Placement Volunteer, 1993 to 1996
Commission XV: Campus Judicial Affairs and Legal Issues, 1993 to Present

Southern Association of College Student Affairs (SACSA)
Member 1993, 1997-1998, 2000 to 2005, 2006 to Present
Conference Volunteer 1993, 2001

National Association of Student Personnel Administrators (NASPA)
Member, 1995 to 1997, 2006 to Present

Association of Fraternity Advisors (AFA)
Member 2000 to 2003

North Carolina Housing Officers (NCHO)
Member 1997 to 2002
Conference Program Committee 1998, 1999

Training for Intervention Procedures (TIPS)
Trainer Award 2002
Certified Trainer 2000 to 2005

The Mediation Project (Illinois State University / ASJA)
Trained Mediator

Honors and Other Affiliations:

Camp Watia (YMCA of WNC) Advisory Board
UNC Asheville Student Government Association's "Campus Mama" Award
UNC Asheville Distinguished Team Award Nominee (2x)
WCU Division of Student Affairs Advising Award
Sigma Alpha Epsilon Fraternity Province Omicron Chapter Advisor Award
WCU Division of Student Affairs Administrator Award
ACPA Commission XV: Campus Judicial Affairs and Legal Issues New Professional of the Year
WCU Division of Student Affairs New Employee Award
WCU Ambassador Award
National Association of College and University Residence Halls (NACURH) Four Years of Service Award
Central Atlantic Affiliate of College and University Residence Halls (CAACURH) Three Years of Service Award
CAACURH Commitment to Excellence Award
South Atlantic Affiliate of College and University Residence Halls (SAACURH) Four-Year Service Award
National Residence Hall Honorary Outstanding Leadership Service Award
Chi Sigma Iota (Counseling Honorary)
Chi Alpha (Social Work Honorary)
Seminole Torchbearer (Leadership Honorary)
Outstanding College Students of America
Order of Omega (Greek Honorary)
National Residence Hall Honorary
Who's Who in the World (Southeast, Midwest, American College Students)
Clemson University Ask-a-Tiger Network Volunteer
Sigma Sigma Sigma Sorority

References available upon request

Jacquelyn (Jackie) Carr McHargue
Board Applicant

Board of Education Essay Questions
2021

1. *Please describe specific experience you have had at a board of director's level and in oversight of a CEO, executive director, or organizational head. In doing so, please describe your views as to the roles and duties of board members versus senior staff.*

I currently have four staff members who are direct reports, 4 other full time staff members and 80 student staff members. My position oversees student conduct, threat assessment, behavioral intervention, student well-being, residential education program and a budget of $9.5 million dollars. I frequently collaborate with or am presenting to our Chancellor's Senior Staff, our Board of Trustees and our UNC System Office Staff and leadership. Additionally, I have previously served on the Board of Directors for one of my professional organizations for 5 years, allowing me to understand firsthand the unique relationship boards have between organizational leadership and its constituents. A key to productive relationships is transparent, honest, understandable; concise communication that is both responsive and delivered in a timely manner. Well-articulated goals, mission, expectations and a commitment to these areas of responsibility is vital. Ideally, this relationship will keep stakeholders in the loop, avoiding preventable challenges or surprises.

Board members should have a role of oversight and checks and balances to ensure programs, processes and fiduciary needs are being appropriately disbursed and managed. The Board should represent a broad construct of your constituency so more voices and ideas are at the table to best meet the needs of the organization and those it serves. The Board should be closely involved with visioning and goal setting, with senior staff and others administering more of the hands on directives (normally to their direct reports/teams). At times, this may flip, so a Board and the senior staff/leadership must be both nimble and open to these shifts as needed. Lastly, each entity needs to have accountability for all their work. The Board is vital in this role to ensure the organization and its leadership are the best stewards of their resources. Transparency and accountability are the foundation for trust.

Trust between leadership, the Board and the constituency it serves is imperative.

2. *In what ways can Asheville City Schools effectively innovate?*

Asheville City Schools is uniquely positioned as one of only a few city school districts in North Carolina. This allows us to truly make our mark - either for amazing accomplishments or for glaring issues/challenges. Unfortunately, our recent years have shown the latter. I believe with proper leadership, open collaboration, transparent governing and responsive goal setting we can be innovative in the pedagogy and modality of transformative preK12 education. Our diverse student body allows us to create learning models, which are both adaptive and responsive to the needs of our students through an inclusive curriculum that speaks to the students in a representative manner, fostering their academic success and love of learning.

We share our community with one of the top liberal arts public universities in the country, UNC Asheville and have well respected colleges and universities all around in every direction. We are home to nationally renowned thought leaders, writers, musicians, actors et al. We have phenomenal teachers thirsting to be creative, anxious to be heard, craving to be involved in designing programs and practices that will better address the needs of all students in our community so we can work to close the opportunity gap that has not just plagued our schools but increases each year. Additionally, we have students and families who know their students deserve more and better from a system that is leaving many behind and not serving the best interest of others.

Far too often, we have allowed charter schools to fill these gaps -- to take the risk and opportunity to implement innovative, state of the art pedagogy and modalities. It is time we embrace our K12 public education identity and mission for equitable, quality education and allow it to be truly equitable, experiential, adaptable and exceptional public education. By tapping in to these amazing resources and opportunities we have the ability to redesign K12 education to a model that could solve not just our district's access, learning, opportunity and achievement shortfalls - but could ultimately transform our state's students and beyond.

3. What is your capacity for understanding and guiding on financial oversight, real estate assets, facility maintenance, and long range planning?

I currently have oversight of a large institutional budget that includes construction, renovations, preventative maintenance, programming, staff salaries, and numerous other line items, which are profoundly impacted by state appropriations (and cuts) as well as enrollment. Our long range planning is vital for our needs to be met with fiscal responsibility. I must be nimble and able to make the hard decisions about competing priorities when budgets need to be adjusted. My experience provides a broad understanding of many of the parallel aspects for Asheville City Schools. When I may encounter gaps, I will be seeking out additional understanding, asking questions and doing whatever personal research my knowledge based requires.

4. Many school districts face continuity of leadership, especially at the level of superintendency. What would you do to promote continuity of leadership? And what do you see as your role working with the superintendent to build a strong partnership?

We must begin with ensuring an open and collaborative selection process that allows for the recruitment and retention of a highly qualified, proven, innovative, accessible and responsive leader who is wholly invested in the community in which they serve. This allows for the foundation of trust building to begin. Trust must be fostered and conscientiously maintained for leadership to be perceived as authentic and acting in good faith. Transparent leadership and decision-making allows institutional memory to live beyond a singular public servant. Leadership teams/staff must be able to understand decisions, rationale, and planning directions. Said rationale must include consistent, data driven information that is easily communicated and understood).

As a Board Member, I need to be accessible, open and receptive to hearing the voices of families, teachers and students. If I am not hearing those voices represented, I need to seek them out. I must be able to understand their issues and concerns to effectively share with the Board, Central Office and most importantly, our Superintendent and advocate on their behalf. I would seek relationship, communication and trust building opportunities so I can understand the vision of our Superintendent (and leadership), work to discern

how they lead/respond and what priorities are considered most pressing (and their why). Opportunities for collaboration and partnership are important but would also seek (and expect) accountability. I will ask questions, as I want to fully understand each aspect of my work so I can best perform my duties as a Board member. The role of Board should not be one of popularity, power or prestige; rather it is one of profound responsibility. Board members must consider the breadth and depth of the effects of our decisions (or lack thereof). We must always advocate for what is best for our students and teachers in their joint effort of student success.

5. In your opinion, as a school board member, what is your role in representing our community when making a decision that would be unpopular with a large number of your constituents?

Every decision and action we make as a Board impacts the lives of students, their families, teachers, staff and community. If we anticipate the subject of a possible decision may be unpopular, it is important to allow folks to be heard. Being heard is shown by acknowledging concerns, experiences, information and a willingness to address the disconnect. Unpopular decisions are better processed when folks feel they have had a voice, where their feelings, their opinions and feedback are acknowledged. There should be a seat at the table for those impacted and involved with whatever major decision is at hand. When that is not possible, we as Board members must be their voice. Ideally there should be opportunities for dialogue, feedback, and debate to allow for transparency, trust building, and investment in the decision making process of the Board and district leadership. Doing so provides leadership with a better understanding of their constituents' needs, worries, experiences, frustrations and fears. Subsequently, their constituents can better understand the fiscal, structural, and procedural constraints/opportunities often at play. The dialogue allows all parties to better understand the rationale for decisions. We must actively engage as such and hold leadership to the same. We must make the right decisions (even when difficult). We must own our mistakes. We must have the courage to revisit and change decisions. Our constituents must see us open, accessible, honest, transparent, compassionate, trustworthy, responsible, caring, approachable and authentic.

Families trust us with their babies. They are the hopes and dreams of their families and the generations before them. Every fear, worry, and concern held in the hearts of those that love them. They want the best for them; to have the opportunities they did not; to have a better life; to be well, do well; to be safe, and cared for; to be loved and valued and we should work to ensure nothing less.