

Urs R. Haltinner, Ph.D.

Professor

School of Education, Department of Teaching Learning and Leadership

College of Education Health and Human Sciences

University of Wisconsin-Stout (UW-Stout)

Menomonie, WI 54751

Program Director

- Ed.D. in Career and Technical Education, August 2015 to Present
- Interim FCSE Program Director, Spring 2015
- Marketing and Business Education Program, Fall 2001 to August 2015
- Interim Associate Dean of the College of Education, Health and Human Sciences, Spring and Summer 2008
- Interim Marketing and Business Education Program, Fall 1999 to January 2000

My Teaching and Learning Philosophy *Urs Haltinner v16.2*

Preface: My learning and teaching journey is attributed to rich experiences that shaped me to date. There has been no single force or event that launched me into becoming a teacher. As a native *Swiss* my primary education was one of elder respect, academic discipline, and proving my family worthy of the community it called home. My upbringing instilled in me that education requires sacrifice, time, and creative use of resources. Within Swiss culture this was the beginning of one's life's work and was to be taken seriously.

To Know Me is to Understand Me; Taking life seriously requires serious living. Thirteen years of business and industry work experience provided me with an idealistic need for sharing knowledge and wisdom with students as they migrate from secondary education into the world of work. In addition, parents that promoted the value of becoming a *citizen of the world* pushed me to experience people, their language, culture, and place. In doing so I invested in travel to four continents, 14 countries, and countless cities. Through this I discovered my architectural-self and have come to accept that I am the sum of my past, present, and future. As I am walking towards the future, I continue to embrace every new experience. I continue to be curious about life through continual learning, risk taking, questioning, and finding comfort in ambiguity. In short, I am invested in continually upgrading my life opportunities.

This I Believe; "Never try to be a better teacher than the person you are" is a quote that I once heard. It reminds me that a teacher is like so many others that we all know; a work in progress, striving to find balance between the past, present, and future while embracing the possibilities. The teacher is...

- a perpetually curious student of life,
- always wanting to know the "why" of how and what,
- a role model, mindful of who they are, could and should be, while attending to how students are forever impacted by *the person--the teacher*,
- an architect, continually re-imagining learning and facilitating curiosity, and
- a mentor that sets the pace, maps the way, guides, and has the courage to let go.

As a teacher, I am a steward of learning, in effect, a facilitator that balances learning knowledge and skills with discovery of the next big question. I must, therefore, strive to be forward thinking by keeping my eyes on the horizon and my senses tuned to what is next. Although I refer to myself as a teacher, I am first and foremost a student of learning.

I believe that the word "teacher" limits the scope of this awesome opportunity. By nature, I am pragmatic, I like to experience learning and value the ambiguity that comes with it. Progressivism with a hint of essentialism and a dash of perennialism is what I find to be my philosophical orientation. I believe that the truth is out there, yet it is morphing into something different than we currently understand it to be. I believe that we have the capacity to do all things given the right context. I believe that I am both a tour guide and a traveler on a trip to a place called learning, skilling, and reflection. I believe that all have the capacity to take the learning journey, yet some will want to wander along their own paths. I believe that many paths lead to the valued end. I believe that the valued end is deeply personal and not for me

to force. Mostly, I believe the present becomes the past, the future becomes the present, and the past once again becomes the future.

TEACHING

Remaining passionate about the social, political, and economic environment undergirding the US workforce development system (Career and Technical Education and emerging life-work paradigms) defines me as a Career and Technical (CTE) Educator. Within CTE, preparing teachers and leaders to advance their practice keeps me pushing on the breadth and depth of its technical content. This requires honoring and valuing my business and industry colleagues and their insights. As an educator, I push myself to prepare professionals with the capability to thrive in emergent teaching, leading, and learning paradigms.

Courses taught and refined during my tenure at UW-Stout:

MBE 101 Intro to MBE*	MBE-411/611 BE Methods & Curriculum*
MBE 202 Supervision of MBE CTSOs*	MBE-419 BE Student Teaching
MBE 301/501 ME Methods*	MBE 499/699 Independent Study
MBE 311 Project Methods*	MBE 701 Issues in ME/BE*
MBE 312 Pre-Clinical*	MBE 702 Improving ME/BE Methods*
MBE 355/555 Seminar*	CTE 720 Policy and Legal Issues*
MBE 401/601 ME Curriculum*	CTE 901 Intro to the EdD in CTE*
EDUC 326 Foundations of Education*	CTE 911 Comparative Systems*
CTE 302/502 Principles of CTE*	CTE 914 Research Seminar*
CTE 438/638 Course Construction	CTE 921 Qualitative and Mixed Methods Research*
MBE-409 ME Student Teaching	TECED-375/575 WIDS Instructional Design

*Major course revisions made

Program Improvement

Meeting the needs of the profession and learners is energizing for me. As program director of the Ed.D. in Career and technical Education I get to impact thinkers engaged in earning their doctorates. I remain passionate about other world perspectives and am continually pushing others to see beyond their dominant context and perspective. As part of the Stout CTE team, I remain instrumental in evolving secondary, post-secondary, and Graduate level courses method, and assessments consistent with sustainable delivery designs. I have also significantly revised MBE, CTE and MS-CTE and EdD in CTE program courses and their key assessments.

- 2022 • Revision of the EdD-CTE-L program into a sequence that removes short duration courses (4 week WinTerm) in response to student stress while honoring student and faculty holiday break with family. Additionally, this requires moving the cohort to begin with a 2 credit 6 week onboarding course (CTE-902) CTE-Leadership, and a revision and redistribution of its 2 Credit CTE 914 Research Seminar into two 1 Credit seminars.
- 2021 • In tandem with UW-Stout Marketing Communications and program faculty, initiated a study on the naming convention of the EdD- CTE to EdD in CTE-Leadership in response to increase the CTE-Brand Recognition concurrently with the program’s education leadership focus. The result, increased program cohort applicant pool with increased cultural diversity and serving a wider geographic reach. Concurrently, it pivoted the programs required on-campus in-person seminars to fully online webinar-seminars facilitated to mitigate the pandemic and its lingering future impact on the program.
- 2017 • Facilitated EdD-CTE program revision in response to graduate quantitative and qualitative program evaluation. Change encompassed resequencing the programs research course progression. Specifically, moving Qualitative and Mixed Methods ahead of the Quantitative Methods, Instrumentation and Data Analysis Courses.
- 2015 • Facilitated program revision enabling the Marketing & Business Education and the Family & Consumer Science Education programs to dual list co-developed and mapped courses.
 • The revision streamlines student access to courses and instructor flexibility to teach them results in FTE gains and annual course access to ME and FCSE program students; thereby, minimizing time to graduation.
- 2013 • Worked as part of a team to revise the CTE 438/638 Course Construction course to meet the secondary-level CTE licensure program (Business Education, Family and Consumer Science

	<ul style="list-style-type: none"> Education, Marketing Education, & Technology Education) needs for a distance delivery option. Revised the CTE 360/560 Coordination of Work-based Learning course to better reflect the range of work-based learning designs employed in WI and nationally. Additionally, the course was adapted to better meet the needs of the envisioned distance delivery of BE, FCE, ME, & TE initial licensure programs utilizing a common CTE core.
2012	<ul style="list-style-type: none"> MBE program revision to reflect general education revisions, meet 120 credits to degree completion requirement, and provide program students with the choice of Marketing Education only, Business Education or Marketing with Business Education licensure pathways.
2010	<ul style="list-style-type: none"> Collaboration with SPED faculty on continuation and reinforcement of special education language, and practice including CBM and RTI initiatives within MBE 301 Methods and MBE 401 Curriculum courses (SPEDEG Grant Initiative) Co-facilitate UW-Stout and Whitewater Synergy Group. Proposal design for a distance delivery WI BE 250 initial licensure programs Program Revision: Facilitate the MBE program revision in response to Assessment in the Major (AIM) and PRC report findings. MBE Curriculum Based Program Evaluation (Course research and design in progress) Co-developed MBE 300/500 Professional Education Course for online joint online BE teacher certification program (Stout/Whitewater initiative)
2009	<ul style="list-style-type: none"> Facilitated MBE program faculty and the program's technical content faculty to identify learning artifacts that support MBE program students in documenting the WI Teacher Standard within their evidence based portfolio. Conducted program self-study to document PI34 and NCATE standards for the Fall 2009 accreditation site visit. Conducted PRC program self-study to move the MBE program through to UW System approval for continuation (Continuation recommended and granted without conditions)
2008	<ul style="list-style-type: none"> Revised MBE 355 to better reflect the transition needs of students moving into Benchmark II and student teaching. Served on task team to revise pre-student teaching experience and the ensuing artifacts.

RESEARCH & SCHOLARLY ACTIVITIES

My scholarship efforts have slightly shifted from instructional delivery, methods, and motivation consistent with the national efforts focused on Pk-12 to K-16 education and training. My research is focused on preparing academic and career readiness to meet the current, near term and future of work. This is consistent with the issues of career, technical, and workforce education, knowledge and skills lifecycles, rapid advancement of less developed, emerging, and highly developed economies all in competition for natural, capital and human resources.

As an educator, I remain committed to understanding social, economic, and technological impacts on CTE its curriculum, methods, and assessment. I continually push myself to be a trend spotter to better understand phenomena, experiences, and emergent teaching and learning paradigms. My passion extends to understand both intentional and unintentional consequences and demonstrating the courage to surface the big questions.

My research demonstrates a blend independence and collaboration, as I engage my colleagues and students in research projects, presentations, and/or publications. I have integrated my scholarly activities with classroom teaching and professional development activities required to remain current. I have been active in the profession, as evidenced through the publications and presentations outlined

As program Director of the Educational doctorate in CTE Leadership (EdD-CTE-Leadership Alone with my instructional role in the program the following is an advanced observation given the adult learner that I serve. *I believe* that curious humans embrace teaching, leading, and learning as transactional, additionally that all things worth learning requires commitment and hard work. Hard work demands collaboration, collaboration calls for someone to lean on every so often, and together we somehow get it done, and when it is all done, we appreciate our collective achievement.

Curriculum method and assessment are interdependent; therefore, it is difficult to segregate student feedback on how it is experienced by the learners as well its holistic impact on their learning. The following encompasses my reflection across survey prompts eliciting qualitative feedback on the instructor, their course, its interaction with their learning. The following are themes and the corresponding student feedback survey data. Online CI Curricula and Learning (Customized Instruction Program) Strengths Across Graduate Courses. Students perceive relevant, complexity of thinking and learning, course and curricular logic deepens their interaction with the concepts, ideas prompting learners to reflect and analyze in the process of getting activities done. This supports

curricular connection with their interests, pushing their thinking through use and intentional presence within their learning inclusive of the instructor's summary across their contributions via *In a Nutshell* through a closing post on their contributions and gaps that need further attention. Within the aforementioned research foci remain within the pedagogy of teaching and learning, Specifically

Research in Progress

- Haltinner, U., Stanislawski, D. & Klemme (2022, April). The status of ACP; To what degree is there a pedagogic interaction across CORE 4 academic and CTE subject area teaching and learning stakeholders (In Progress)
- Haltinner, U. A PK-12 study on the implementation of Academic and Career Planning; The degree to which it surfaces through teaching, student learning, practice culture in public comprehensive high schools ACP (Research design in progress with an anticipated submission with revision Fall 2023).
- Haltinner, U. Career and technical education; Stakeholder understanding of secondary level CTE, its purpose within the US workforce development system, (Research completed; Anticipated submission with revision Fall 2022).

Self-Published Project Based Research

- Haltinner, U. (2020). Career and technical education; Stakeholder understanding of secondary level CTE, its purpose within the US workforce development system (v5.6), (Course reader employed in CTE 360-560 Course).
- Haltinner, U. (2019). Work-based Learning: The power is in the design. Wisconsin CTE Work-based Learning Marketing Collateral designed for adopted by Wisconsin Department of Public Instruction CTE Program Workgroup.
- Haltinner, U. & Baird, S. (2013). The Status of work-based learning in WI: How it informs future designs. (Findings and recommendations distributed within DPI via the Director (Sharon Wendt)
- Haltinner, U., Oliver, K., & Woehrmann, N. (2012). Collaborative Research, Description of marketing and business teacher awareness and involvement in their school PLCs.

Published Research Work

- Schultz, Haltinner U. (2019, August). Emerging Center for Career and Technical Education Stakeholder engagement report for the strengthening of Career and Technical Education for the 21st Century Act (Perkins V).
- Haltinner, U. (May 2019). On articulation; Thoughts about articulation from my 29.5 years as a career and technical educator across my PK- 16 teaching and learning journey. Emerging Center for Career and Technical Education: Menomonie, WI. University of Wisconsin-Stout.
- Bauer, B., Brock, K., Haltinner, U., Klemme, D., McAlister, B., Schultz, D., Simoneau, M., Stanislawski, D., Tiala, S., & Welty, K. (August 2018). Advancing the status and prospects of career and technical education through dialogue, collaboration, and pooled expertise. University of Wisconsin-Stout Emerging Center for Career and Technical Education Excellence.
- Haltinner, U., Mooney, C., and Stanislawski, D. (March 2012). Research report: A profile of school based enterprises within CTE disciplines. *Techniques*, 87(3), 50-53.
- Klein, S., R. Haltinner, U., R. (Winter, 2012). Using film as pedagogy to explore pre-service teachers' beliefs. *MountainRise: The International Journal of the Scholarship of Teaching and Learning*. 7(1).
- Stanislawski, D. & Haltinner, U. (2009). Leveraging career and technical education student organization as pedagogy: preparing teachers to advise FBLA and DECA. *Delta Pi Epsilon Journal*, 51(3), 166-176.
- Haltinner, U., & Stanislawski, D. (2009). Preparing teacher candidates to effectively engage CTSO's in marketing education. *Business Education Forum*, 63(4), 34-38.
- Haltinner, U. (2008) Achieving consensus on secondary marketing education curriculum and instruction--A Delphi study, University of Minnesota, ProQuest Dissertation Database.
- Haltinner, U. (2008). Marketing education curriculum guide preface. Department of Public Instruction, p. 7.
- Haltinner, U. (September 2007). Respecting the past and positioning for the future, Wisconsin Marketing Education Update.
- Mooney, C., Haltinner, U., & Stanislawski, D. (2006). Tracking the career paths of marketing and business education graduates, *Techniques*, 81(3), 48-51.
- Haltinner, U. (2001). The death of a historic brand. *Contemporary Case Studies in Marketing*, *MarkEd*, 3(2).

Local, State and National Presentations

- Haltinner, U. & Stanislawski, D. (2022, October). Insight and Feedback on the Culture Surrounding Academic and Career Planning
- Haltinner & Tiala (2022) OPID 2022 Spring Conference Presentation; Agile as a Mentoring Framework; What Mentors and Mentees Learned

Haltinner & Tiala (2021) OPID 2021 Spring Conference Presentation; Agile Adventures Shared Experiences Balancing Teaching, Research & Service

Haltinner, U. & Stanislawski, D. (2020, April). Leveraging Pre-clinical Experiences to Advance Entrepreneurship Education. Presentation at the Business Education Research Conference within the National Business Education Association. Virtual Conference.

Look at my sample

Haltinner, U. (2019, December). The entrepreneurial work-based learning approach; Access, equity, and entrepreneurialism. Association of Career and Technical Education, Career Visions, Anaheim, CA.

Haltinner, U. (2019, June). Student engagement via the lens of the about, through, and for framework. Polytechnic International Summit (PS19). Menomonie, WI.

Stanislawski, D., Haltinner, U, Rigotti, A, Christopherson, T., Weseli, M, & Bott, T. (2019, October). Entrepreneurship across k-12 curricula. Presentation at the Wisconsin Business and Information Technology Education Conference. Fon du lac, WI.

Haltinner, U. (2019, July-August). Embracing diversity in practice via experiential learning. Societe Internationale Pour L'Enseignement Commercial, International Society for Business education. Kefalonia, Greece.

Schultz, D., Simoneau, M., Haltinner, U., Klemme, D. & Stanislawski, D. (2018, November). Advancing CTE through dialogue and pooled expertise. Association of Career and Technical Education, Career Visions, San Antonio, TX.

Haltinner, U. (2018, July-August). Work-based learning with the high impact twist. Societe Internationale Pour L'Enseignement Commercial, International Society for Business Education. Reykjavik, Iceland.

Haltinner, U. (2018 July-August). Context matters: A comparative global lens into CTE/VET/TVET (Research Poster Presentation). Societe Internationale Pour L'Enseignement Commercial; International Society for Business Education. Reykjavik, Iceland.

Haltinner, U. (2017, December). The CTE supply chain: High impact WBL that works. Association of Career and Technical Education, Career Visions, San Antonio, TX.

Haltinner, U. (2015). Secondary-level CTE program brand and value perceptions; Preliminary findings, Association of Career and Technical Education, Career Visions, New Orleans, LA.

Haltinner, U. (2015). School-based Enterprise; the High Impact Work-based Learning Design. Family and Consumer Science Education State Conference, Menomonie, WI.

Mooney, C. & Haltinner, U. (2015). Wisconsin Career & Technical Education. Western Technical College, Mauston Campus, WI.

Stanislawski, D. & Haltinner, U. (2015). Leading the way with CTSOs, Wisconsin Association of Career and Technical Education Association, Oshkosh, WI.

Haltinner, U. & Smith, J. (2014). *The experience of student teaching and the cooperating teacher's role within the edTPA paradigm*. Wisconsin Marketing Education Association Fall Conference, Wisconsin Dells, WI.

Haltinner, U. (2014). *Motivation: Moving from compliance to engagement*: Family and Consumer Science Education State Conference, Menomonie, WI.

Haltinner, U. & Ryberg, D. (2014). *Amping up the FCSE curriculum connect with an entrepreneurial flair*. Family and Consumer Science Education State Conference, Menomonie, WI.

Haltinner, U. & Ryberg, D. (2014). *Relevance to Rigor through School- Based Enterprise Learning*. Family and Consumer Science Education State Conference, Menomonie, WI.

Haltinner, U. (2014). *App World: Purposefully engaging students in marketing via apps*. MBA Research Center Conclave, Cleveland, Ohio

Haltinner, U. (2014). *Kick-Starts: Youth inspired examples designed to evoke learner attention*. MBA Research Center Conclave, Cleveland, Ohio

Haltinner, U. (2013). *Work-based Learning: What we know about it and its future*. ACTE Best Practices and Innovations Conference, San Diego, CA.

Haltinner, U. & Baird, S. (2013). *Co-op, internship, and youth apprenticeship: What we know and what it tells us about its future*. MBA Research Center Conclave, Providence, RI

Mooney, C., Benson, T., Haltinner, U., & Schlough, S. (2012). *The effective use of advisory committees and external stakeholders in program operations*, Atlanta, Association of Career and Technical Education, Career Visions, Atlanta, GA

Haltinner, U., Oliver, K., & Woehrmann, N. (2012). Collaborative Student Research, *MBE 355 Seminar; Description of marketing and business teacher awareness and involvement in their school PLCs*. UW-Stout May Advisory Board Meeting, Menomonie, WI.

Haltinner, U. (2012). *Student Motivation: Perspectives from outside of education*. MBA Research Center Conclave, Denver/Boulder, CO

- Haltinner, U. (2012). *Rethinking the motivation of today's student: A 21st century values approach*. NARENWICH. Stevens Point, WI.
- Haltinner, U. (2012). *Student teaching: Critical next generation preparation*. MBA Research Center Conclave, San Diego, CA, CO
- Haltinner U. (2011). The Hollywood curriculum: Teacher education goes to the movies, OPID System Conference, Menomonie, WI (April 8, 2011)
- Haltinner, U. & Stanislawski, D., (2011). *Fostering deep Learning through school based enterprise teaching and learning as a Strategy*. NARENWICH. Stevens Point, WI.
- Stanislawski, D., Mooney, C., and Haltinner, U. (2010). *A profile of school-based enterprises within CTE*. Association of Career and Technical Education Conference and Career Tech Expo. Las Vegas, Nevada.
- Klein, S., & Haltinner, U. (2010). *Using film as pedagogy to explore pre-service teacher beliefs*, UW-Stout CEHHS Brown Bag presentation.
- Haltinner, U. & Stanislawski, D. (2009). *School based enterprise as pedagogy to stimulate entrepreneurial spirit*, ACTE Convention, Nashville, TN.
- Stanislawski, D. & Haltinner, U. (2009). *Using digital whiteboards in the classrooms: Ideas and opportunities*, UW-Stout 2009 Spring In-service Session, Menomonie, WI.
- Stanislawski, D. & Haltinner, U. (2008). *Preparing teacher candidates to become competent student organization advisors*, ACTE Convention, Charlotte, NC.
- Haltinner, U. (2008). *College marketing professor expectations of secondary marketing education curriculum* invited presentation, MarkED Conclave, Portland, OR.
- Haltinner, U. (2008) *Marketing education, its purpose within the information and innovation age*, MarkED Conclave, Portland, OR.
- Haltinner, U. (2008). *Think different think school-based enterprise*, WMEA Fall Conference, Appleton, WI.

SERVICE ACTIVITIES

Through active engagement with internal and external stakeholders we contribute to the evolution of teaching and teacher-education. Active engagement is critical to effective leadership in teaching and learning. I am connected with the teaching profession, business and industry experts, and educational associations and agencies nationally. This is especially important within the work of CTE and its content area programs given its social, political, and economic responsibility and aim towards supporting humans in their quest to live, learn, adapt, and compete in an ever-changing world.

Service to the School of Education (SOE) and Teaching Learning and Leadership (TLL) Department

- Chair, TLL Assistant / Associate Professor of Graduate Education Search Committee, (2015/2016)
- Member, School of Education School Counseling Faculty Search and Screen Committee, (2012/13).
- Chair, TLL Department Personnel Committee, (2013/2015)
- Member, School of Education Instructional Technology Committee, (2011 – present)
- Chair, School of Education Personnel Committee, (2012 – present)
- Member, School of Education Educational Psychology Faculty Search and Screen Committee, (2012/13).
- Chair, School of Education Educational Psychology Faculty Search and Screen Committee, (2009/10).
- Chair, School of Education Multicultural Education Faculty Search and Screen Committee, (2009/10).
- Chair, School of Education Recruitment and Retention Specialist Search and Screen Committee, (2008).
- Member, School of Education Personnel Committee, (2007 – 2010).
- Chair, School of Education Educational Psychology Faculty Search and Screen Committee, (2009/10).
- Chair, School of Education Multicultural Education Faculty Search and Screen Committee, (2009/10).
- Chair, School of Education Recruitment and Retention Specialist Search and Screen Committee, (2008).
- Member, School of Education Personnel Committee, (2007/ 2010).

Service to the UW-Stout Programs

- Chair, Graduate Education Taskforce for the Reorganization of Graduate Education 2021-2022
- Chair, Graduate Education Committee, 2021-2022
- Member, Graduate Education Committee, 2020-2023 Term)
- Member, University level, Program Review Committee, (2015 – 2019)
- Member, UW-Stout Emerging Instructional Technologies Council, (2012 – present)
- Member, University level, Program Review Committee, (2009 – 2011) and (Alternate 2011 – 2015)
- Member, Business Administration Program Advisory Board, (2009 – present)
- Interim-Associate Dean, College of Education, Health, and Human Sciences, (7/2008 – 1/2009)
- Member, Retail Merchandising and Management Program Advisory Board, (2010 – 2018)

- Member, Career and Technical Education & Training Program Advisory Board, (2004 – 2018)
- Member, Business Administration Program Advisory Board, (2009 – present)
- Member, Retail Merchandising and Management Program Advisory Board, (2010 – present)
- Member, Career and Technical Education & Training Program Advisory Board, (2004 – present)

Service to the College of Education, Health, and Human Sciences (CEHHS)

- Interim-Associate Dean, College of Education, Health and Human Sciences, (7/2008 – 1/2009).
- Chair, University Full Professor Promotion Committee (2019)
- Member, University level, Program Review Committee, (2015 – 2019)
- Member, UW-Stout Emerging Instructional Technologies Council, (2012 – present)
- Member, UW-Stout Ethics Center Director Search and Screen Committee, (2009)
- Member, University level, Program Review Committee, (2009 – 2011) and (Alternate 2011 – 2015)

Service to the University

- Planning and Facilitating Committee Member (2020-2021) UW-Stout CTE Summit: Global Conversations in CTE/TVET: Issues and Opportunities (June 22-23)
- Committee Chair (2021-present) Graduate Education Committee
- Agile Mentor Mentee Program Facilitator (FA21-SP22)
- Committee Chair (2021-present) Graduate Education Taskforce
- Member (2020-present) CI Program Director Council
- CEHHHS EIT Representative (2019-Present) Emerging Instructional Technology Committee
- Grad Faculty Member (2021-Present) Commencement Committee
- Member, University level, Program Review Committee, (2015 – present)
- Member, UW-Stout Emerging Instructional Technologies Council, (2012 – present)
- Member, UW-Stout Ethics Center Director Search and Screen Committee, (2009)
- Member, University level, Program Review Committee, (2009 – 2011) and (Alternate 2011 – 2015)
- Member, University level, Curriculum, and Instruction Committee, (2007 – 2011)
- Member, University level, General Education Committee, (2005 – 2008) and (2009 - 2011)

Service Beyond the University

- President, University Council of Work and Human Resource Council (2022-2024 term)
- ACTER Member, and Research Reviewer (2015-present)
- ACTER Member, and Research Discussant 2017, 18 and 19)
- ISBE (International Society for Business Journal), Peer Reviewer (2015 – present)
- Planned and Hosted University Council of Work and Human Resource Council (UCWHRE) Annual Meeting, UW-Stout, Menomonie WI (June 2019)
- Dissertation of the Year Committee Chair, University Council of Work and Human Resource Council (UCWHRE) Member, (2019 –present)
- Board of Trustee Member, University Council of Work and Human Resource Council (UCWHRE), (2018 – 2022)
- Proposal Reviewer: ACTE (Association of Career and Technical Association), (2015 – present)
- In-service Provider: PDP (Professional Development Plan), Glenwood City Area School District, (2014 – 2017)
- Test Item Writer: ETS Praxis II (BE 0101 and ME 0561) Content Area Tests, (2005 – present)
- Member: ETS Marketing Education Praxis II Test Advisory Board, (2005 – present)
- Member: Chippewa Valley Technical College, Marketing Management Advisory Board (2011 – present)
- Peer Reviewer: MountainRise, the International Journal of the Scholarship of Teaching and Learning (2010 – 2013)
- Member and Standards Writer: Wisconsin CTE Standards Development (Marketing Education) Team. (2011 – 2013)
- Member and Standards Writer: The Governor’s Taskforce for Wisconsin Entrepreneurship Standards, (2008 – 2009)

Professional Memberships and Committees

- UCWHRE UW-Stout Institutional representative and President (2022-2024)
- UCWHRE UW-Stout Institutional Representative
- Trustee (2018-2022)

- Host of Board Meeting at UW-Stout Campus (Summer 2019)
- Wisconsin BMIT Advisory Board to State Superintendent, (2011 – present)
- WACTE, Association of Career and Technical Education, (2002 – present)
- Representative, Local Membership Development Committee
- ACTE, Association of Career and Technical Education, (2002 – present)
- ISBE, International Society of Business Educators, Member, (2002 – present)
- SCACTE, Stout Community Association of Career and Technical Educators, (2001 – 2016)
- Treasurer 2010 – 2016
- WMEA, Wisconsin Marketing Education Association, Past Northwestern, (1990 – present)
- WBEA, Wisconsin Business Education Association, Member, (1999 – present)
- NBEA, National Business Education Association, Member, (1999 – present)
- ASCD, Association for Supervision and Curriculum Development, Member, (1997 – present)

Grant Awards & Honors

Doing the right thing and doing it well is core to my personal mission. Striving to live the mission is really all about support; it is humbling to live the time enduring credo (To get we have to give with the responsibility to pay it forward). The university and my peers have invested in me and I in turn invest in them and the learners whom I get to affect. The following grants and teaching honors support my core mission.

- Haltinner, U. UW-Stout Professional Development Grant Program. Select Findings; CTE Research Inspired by UW-Stout's Inaugural EdD Cohort Graduates. (\$1500) Pending Approval
- Mooney, C. & Haltinner, U. WisLearn (Goggle Plus Learning Community Infrastructure) Development Grant (\$16000) Awarded, October 2014 completed October 2015.
- Haltinner, U. UW-Stout Professional Development Grant Program. MBA Work-based Learning: What we know about it and its future. (\$1100) Awarded, August 2012.
- Klein, S. & Haltinner U. UW System, OPID, Conference Development Grant Program. Impacting Undergraduate Student Learning through Film Pedagogy. (\$1000) Awarded, December 2010
- Haltinner, U. & Chandler, R. Wisconsin Department of Public Instruction (DPI). UW-Stout Preparing All Education For All Learners Mini-Grant, (\$5000) Awarded, August, 2010
- Haltinner, U. & Stanislawski, D. UW-Stout Curricular Incubator Center (Summer 2010). Grant not awarded
- Haltinner, U. UW-Stout Professional Development Grant Program. ACTE National Presentation: Selected Findings Of A Study On The Current State Of School Based Enterprise Education In The Midwest. (\$1355) Awarded, July 2010
- Haltinner, U. & Stanislawski, D. UW-Stout Professional Development Grant Program. ACTE National Presentation: National Presentation: School Based Enterprise As Pedagogy To Stimulate Entrepreneurial Spirit. (\$2866) Awarded, July 2009
- UW-Stout Curriculum Incubator Center Grant, Post Baccalaureate Marketing and Business Education program feasibility study. UW-Stout Faculty Research Initiatives. (\$6251) Awarded, January 2009.
- UW-Stout Faculty Research Initiatives, Proposal to present at ACTE, 2009, Topic: A Teacher Education Program's Strategy to Prepare its Teacher-Candidates for their Advisors Role CTSO, (\$1000) Awarded, December 2008.
- UW-Stout Faculty Research Initiatives, Co-Research Project (Dr. Sheri Klein), Topic: Films in Education. (\$4500) Awarded, May 2008
- Longevity Award, Wisconsin Association for Career & Technical Education, (2015)
- Outstanding Instructor Award Nominee, Wisconsin Association for Career & Technical Education, (2014)
- Outstanding Instructor Award Nominee, Wisconsin Association for Career & Technical Education, (2013)
- Outstanding Undergraduate Program Director Award, UW-Stout, College of Education, Health, and Human Services, (2009)
- UW-Stout Outstanding Teaching Award, School of Education (2008)

Pertinent Experiences and Credentials

Ph.D. (2008), University of Minnesota Twin Cities, Minneapolis, MN

Major: Work and Human Resource Education, Specialization in Business and Industry Education

Dissertation: Achieving Consensus on Secondary Marketing Education Curriculum and Instruction--A Delphi Study

Master of Science (1998), University of Wisconsin-Stout, Menomonie, WI

Major: Vocational Education; Concentration: Marketing Education

Thesis: A follow-up Study of Kimberly High School One and Three Year Marketing Education Graduates.

Bachelor of Science (1990), University of Wisconsin-Stout, Menomonie, WI

Major: Marketing Education, Minor: Business Administration

Associate of Applied Science (1980), North Central Technical College, Wausau, WI

Major; Marketing & Management