

GENEVIEVE FELTS MEYER, ED.D.

ONLINE LEARNING & INNOVATION EXECUTIVE

Available for Relocation

Summary

Strategic, Equity-Oriented, and Visionary Educational Leader with Over 20 Years of Experience: I am a dynamic and results-oriented leader with extensive experience in strategic program & product development, management, and delivery in both academic and dynamic edtech environments with complete multi-million dollar budgetary and administrative oversight. With a Doctor of Education degree in Leadership & Learning in Organizations from Vanderbilt University, I possess a unique blend of academic rigor and practical expertise. My track record includes designing transformative digital strategies and execution plans for scaling online learning programs that drive equitable economic advancement and foster system change in high-growth settings. My leadership is characterized by empathy, integrity, and an unwavering commitment to diversity, equity, inclusion, and justice. I excel at synthesizing complex issues into clear, actionable strategies designed to drive change at both national and organizational levels. I am passionate about breaking down systemic barriers and advancing equity through visionary leadership and strategic collaboration. I have a proven ability to leverage program evaluation techniques and a buy/build/partner framework to help learning organizations enhance their unique value proposition, expand their offerings, and improve market positioning, while enhancing operational efficiency and redefining the educational landscape. My approach emphasizes building deep partnerships and networks, prioritizing relationships, and advocating for high-quality, science-backed educational opportunities accessible to all. With a focus on inspirational coaching and mentoring, I thrive in roles that enable me to drive meaningful change and create lasting impact in the educational domains.

Strengths and Expertise

Adaptability, Business Development, Coaching & Training, Client Engagement, Collaboration, Consulting, Curriculum Development, Creative & Innovative Problem Solving, Data Analytics & Decision-Making, Empathy, Executive Leadership, Financial Management, Instructional Design, Strategic Planning & Analysis, Organizational Learning, Program Development/Management/Evaluation, Strategic Leadership, Team Development, Technical Proficiency, Thought Leadership

Education

- **Doctor of Education** - 2022 - *Vanderbilt University* - Leadership & Learning in Organizations - 4.0 GPA
- **Master of Arts** - 2007 - *University of Connecticut* - Educational Psychology, Gifted/Talented Education - 4.1 GPA
- **Master of Science, Education** - 2003 - *University of Tennessee* - Early Childhood & Elementary Teaching - 4.0 GPA
- **Bachelor of Science** - 2001 - *University of Missouri* - Human Development & Family Studies - 3.2 GPA

Professional Experience

G|M Ed Strategies | Arkansas, Remote

2015-Present

FOUNDER & PRINCIPAL

G|M Ed Strategies provides consulting services for education, edtech, and adjacent programs and organizations.

Consultancy Activities:

- Lead data collection, governance, and analysis initiatives to drive impactful results, leveraging data to inform strategic decision-making and enhance program outcomes.
- Develop and execute strategic plans, leading digital transformation efforts to adapt educational practices to modern demands and improve overall program performance.
- Utilize rigorous data analysis to enhance program and organizational effectiveness, with a focus on diverse audiences, guiding strategic adjustments in marketing and operations to optimize performance and outcomes.
- Provide expert advice on the selection and deployment of educational technologies to enhance learning environments, optimizing user experience and operational efficiency through strategic tech integrations.
- Provide leadership coaching to organizational leaders, teaching them the processes used in consulting engagements, including data governance, analysis, and deriving insights to drive business decisions. Empowered leaders to continue leveraging these processes for long-term success, ensuring sustainable improvements and ongoing organizational growth.

Professional Experience, ctd.

- **Anonymous Post-Secondary Institution:** Conducted in-depth data collection and analysis to uncover previously unidentified academic challenges and student dissatisfaction. Implemented strategic recommendations that significantly increased student satisfaction and led the organization to modify key policies and the academic remediation program, positioning the institution to better serve its student population in the future.
- **Anonymous Small Business (Yoga Studio):** When a competing studio opened and impacted business, conducted an in-depth investigation into the studio's market position, product differentiation strategy, and financial status. Through comprehensive data analysis, product and market research, and assessment of challenges and opportunities, developed and implemented strategic recommendations. These efforts resulted in an 8% increase in studio capacity utilization, a 9.7% increase in website traffic, an 88% increase in social media engagement, and the highest-ever number of first-time clients in the first month post-implementation.
- **ENTITY Academy:** Initiated consulting services to improve program effectiveness for an underserved student body, resulting in strategic recommendations for program additions and digital transformation. This led to a full-time role as VP of Education, where successfully optimized program performance and advanced equity in ENTITY's programming.
- **ENGAGE Therapeutic Health and Wellness:** Began with consulting services to improve educational programming for neurodivergent adolescents with mental health challenges. This work led to a position as Director of Education, where significantly improved access to high-quality educational programming for this population.

NOW! & The Morris Centers | Florida, Remote

2023-2024

CHIEF TECHNOLOGY OFFICER

Evidence-based online high-dose tutoring programs (for-profit) with live, highly-trained instructors that improve and enrich language skills for all ages, with a specific focus on the neurobiological cause of dyslexia and other learning disabilities. In-person transdisciplinary clinics offer the same, geared towards youth and adolescents with both learning and mental health challenges.

- Developed NOW/TMC's first technology vision and strategic roadmap to improve program delivery, drive organizational efficiency, and guide scaling, in collaboration with the CEO, with complete multi-million dollar budgetary and administrative oversight of technology department scaling, staff, and initiatives.
- Executed the first two phases of a 3-phase strategic tech vision and hiring plan to build the organization's first tech department, meeting scaling needs while optimizing cost and delivery time.
- Led large-scale digital transformation to improve program delivery and modernize tech infrastructure, including the integration of new SaaS products and cloud services into existing SOPs, demonstrating the ability to prioritize tasks, allocate resources efficiently, and keep the team focused and motivated.
- Coached, developed, and led multiple technology departments and cross-functional teams, including IT, data science, and UX, while balancing competing priorities within the organization. Removed barriers and served as a senior advisor in the execution of cross-departmental projects and initiatives, overseeing all tech-driven productivity enhancement and project management functions.
- Advised C-level and Director-level staff on technology strategies and procedures to optimize program delivery for private and public school district clients.
- Spearheaded internal and partnership digital product development to expand program reach, including the re-initiation and development of a gamified program delivery app suite set to launch in 2024, expanding NOW!'s global service reach.
- Managed external tech partnerships and collaborated with SaaS partners to build tools that enhanced internal processes, decreasing HR time spent on each new hire from 8 hours to 1 hour, and improving IT ticket same-day response time by 24%.

ENTITY Academy | California, Remote

2021-2023

VICE PRESIDENT OF EDUCATION

ENTITY Academy offers post-secondary technical and vocational education (for-profit B2C bootcamp-style academic programming) in data science, software development, and cybersecurity, as well as career mentorship, workplace readiness, and soft skills programs focusing on upskilling a female-focused audience and promoting diversity and equity in STEM careers.

- Conducted in-depth contextual research, data collection, and analysis to determine the root causes of challenges ENTITY experienced during the transition from in-person to online programming. Developed a strategic roadmap with KPIs to address these challenges and conceived programmatic additions to support diverse online audiences from underserved backgrounds.

Professional Experience, ctd.

- Developed ENTITY's first comprehensive 8-month mentorship, coaching, and soft skills fully online learning program for diverse, underserved audiences, combined with additional hard skills academic support in the data science, software development, and cybersecurity training programs. Oversaw curriculum development, instructional design, and implementation, leading to a 400% increase in mentor-student touchpoints and engagement, and significant improvements in course grades, graduation rates, and student engagement. After demonstrating proof of concept in the pilot program, granted full budgetary and administrative oversight of education department scaling, staff, and initiatives.
- Spearheaded the creation and expansion of ENTITY's online student learning and engagement platform, the #WomenThatDo Classroom, penetrating the B2B space and opening new revenue streams and growth opportunities. Owned the product roadmap, making critical decisions on trade-offs between features and time-to-market. The pilot program decreased early-program attrition, increased engagement, and boosted course pass rates in the data science program by 11%.
- Developed 6-week online training programs in critical thinking and business acumen for ENTITY's current mentees, as well as versions adapted for the B2B corporate learning space, generating over \$1.5M in quarterly revenue.
- Co-wrote and was awarded a \$1.5 million "Advancing Equity Through Workforce Partnerships" federal grant to develop and provide a hybrid soft skills, business acumen, and critical thinking program for diverse talent entering the solar industry, focusing on expanding solar operations and maintenance certification tracks in cooperation with Amicus O&M Cooperative.
- Oversaw a team of cross-discipline tutors, mentors, and education professionals, ensuring exceptional customer service and learning outcomes for ENTITY's mentees.

University of Tennessee at Martin | Martin, Tennessee & Remote

2003-2022

ADJUNCT GRADUATE FACULTY

The University of Tennessee is the state's oldest and largest post-secondary public university system.

- Built, managed, and taught a first-of-its-kind post-secondary program in Tennessee from 2005 to 2022 for teacher-education students to earn a Gifted Education Licensure Endorsement at in-state tuition rates. Rewrote the curriculum for two courses and developed three additional courses from scratch using Blackboard and Canvas LMS, in accordance with national gifted educator standards and Tennessee teacher preparation standards. Initial two courses were offered in an in-person, on-campus setting from 2005-2007, and then modified to become fully online courses in 2007, along with the three additional courses.
- Developed a fully online program that enabled students to demonstrate mastery, meet standards set forth by the National Association for Gifted Children, and earn advanced certification and a master's degree simultaneously. Ensured all programming met accreditation requirements for SACS and CAEP.
- Demonstrated expertise in post-secondary education improvement and change, earning an expanded role in the Educational Studies department. Became exclusively accountable for online programming, including curriculum updates, instructional design, mentoring graduate students, and teaching classes. Successfully guided several hundred students through the program.
- Expanded access to post-secondary programming for learners throughout Tennessee, advancing equity in traditionally underserved populations by offering a new educational program accessible anytime, anywhere, at in-state tuition rates.
- Represented UTM at public forums held by the Jackson Equity Project to educate the public about critical race theory, showcasing a commitment to diversity, equity, and inclusion.

ENGAGE Therapeutic Health & Wellness | Jonesboro, Arkansas

2016-2020

DIRECTOR OF EDUCATION

ENGAGE is a transdisciplinary clinic offering therapeutic and educational programs for youth and teens with autism-spectrum and related developmental disorders who struggle in the traditional school environment.

- Directed educational programs for neurodivergent youth as a senior member of the cross-functional ENGAGE, therapeutic team, in compliance with Arkansas educational standards, providing educational assessment, individualized instructional design, and direction of curriculum for K-12 youth with unique needs, and consulting on educational situations arising with youth in public/private schools.
- Ensured staff and facility compliance with Arkansas Out of School Time youth care certification requirements, and trained staff in developmentally appropriate, child-first practices in education and youth care.

Professional Experience, ctd.

University of Tennessee at Martin, Extended Campus | Jackson, Tennessee

2013-2016

PROGRAM FOUNDER & DIRECTOR

The QUEST program offers out of school time educational enrichment programming for diverse gifted and talented students in upper elementary and middle grades on advanced topics outside the scope and sequence of traditional school curriculum.

- Established and led a first-of-its-kind day camp enrichment program for gifted students, promoting advanced educational methods and fostering a dynamic learning environment. Served as curriculum developer, instructional designer, and lead teacher for differentiated educational enrichment lessons outside the scope and sequence of the traditional school curriculum.
- Expanded access to advanced programming for diverse populations that are traditionally underserved in gifted education by admitting students to the program using self- and parent-nomination procedures rather than traditional school-based measures of giftedness.

Missouri and Tennessee Schools

2003-2005; 2012-2014

TEACHER

- Montessori Center of Jackson, TN: Transformed personal teaching philosophy through this experience into one that is student- and interest-led, considering the individual needs of the student and looking at the whole child. Taught grades 1-3 in a MACTE Accredited teacher training program host school, mentored teachers obtaining Montessori certifications, and modeled demonstration lessons for teacher trainees.
- Caruthersville Accelerated Elementary School, MO: Taught Title I Mathematics and Title I Preschool programs with expertise in PreK-6th grade.

Technical Skills

Adobe InDesign, Airtable, Calendly, Canva, Figma, Google Workspace (Super Admin), HubSpot, LMS (Canvas, Blackboard, Moodle, Unleash), Loom, Microsoft 365, Monday.com, Notion, PandaDoc, Qualtrics, Salesforce, Statistical Programming in R, Tableau, WordPress

Professional Licensures & Affiliations

- AIPMM Certified Digital Product Manager
- American Montessori Society Educator #50265 · Elementary I
- State of Missouri Educator License #326778 · Early Childhood & Elementary Education
- State of Tennessee Educator License #000282192 · Early Childhood & Elementary Ed., Gifted Education
- Association for Supervision and Curriculum Development (ASCD)
- Association for the Advancement of Computing in Education (AACE)
- International Council for Open and Distance Education (ICDE)
- International Society for Technology in Education (ISTE)

Honors & Awards

- **2023** - Federal Grant: *Advancing Equity through Workforce Partnerships* - Office of Energy Efficiency and Renewable Energy, Solar Energy Technologies Office
 - \$1.5 million over two years, 2023-2025. PI: Amanda Bybee, Amicus O&M Cooperative, Boulder, Colorado
 - Working with a breadth of industry stakeholders, the project will standardize O&M technician competency frameworks; establish training program standards; build an expanded O&M training program; and create a pipeline of workers from disadvantaged communities. The end result will be to place newly trained workers in jobs and increase equity, safety, and professional quality in the solar O&M workforce.
 - My Role: As the VP of Education at ENTITY Academy I wrote the grant proposal sections applicable to developing a hybrid soft skills, business acumen, and critical thinking program for diverse talent entering the solar industry that would parallel the O&M certification track, emphasize mentorship, and enhance the skillsets of individuals in the program.
- **2007** - Certificate of Achievement for the Highest Online Master's Program Performance on the Graduate Comprehensive Examination in Gifted and Talented Education, University of Connecticut
- **2003** - Carl Seale Student Teacher Award, University of Tennessee at Martin
- **2003** - Outstanding Master of Science with Initial Licensure Student, University of Tennessee at Martin

Scholarly Activity

- Meyer, G. F. (2022). Supporting the Success of Talented Women at a School of Osteopathic Medicine. [Doctoral Dissertation, Vanderbilt University IRB #211633]. A quality improvement study that sought to better understand factors that lead to success or struggle among talented women in STEM fields, thereby improving services to women at a college of medicine. Successful presentation of research and findings approved by dissertation committee on April 8th, 2022.
- Meyer, G.F. (2022, March). Inclusive Higher Education Classrooms. Invited Panelist, 1st Annual Peabody College Diversity Summit. Hosted and sponsored by Peabody College of Education and Human Development at Vanderbilt University.
- Meyer, G.F. (2021, August 10). Understanding Critical Race Theory. Invited Forum Participant, Hosted and sponsored by: The United Way of West Tennessee, The Jackson Equity Project, Our Jackson Home, and The Jackson-Madison County African-American Chamber, online.
- Unpublished Manuscript, (2019). Content Expert, The Development of the Multiple Errands Test-Revised Childhood Version. Principal Investigators: M. Tracy Morrison, OTD R/L & Dorothy F. Edwards, PhD. Psychometric test development of a performance-based assessment of executive functioning in everyday life. Construct and discriminant validity is established through Delphi methodology and test administration with a cohort of youth ages 12-14 years. Content expertise is provided for test development, readability, and content. Jonesboro, AR.
- Meyer, G. F. (2005, July). Introduction to Gifted Education and Talent Development. Presented to special education students in Dr. Crystal Whitlow's seminar during the Summer Institute at UT-Martin. Martin, TN.
- Felts, G. H. (2003). Creativity in language arts activities. Tennessee's Children, Spring, Activity Sheet Insert. Martin, TN.
- Arant, M., Coleman, A. & Daniel, B. (2002, November). Online Learning Styles Inventory Questionnaire. Mid-South Educational Research Association Conference, Chattanooga, TN. [Assisted in research activities]. Martin, TN.
- Felts, G. H. (2002, April). Gifted Readers: Special Kids, Special Needs. Presented to the University of Tennessee at Martin Undergraduate Reading Education Classes. Martin, TN.
- Felts, G. H. (2001-2002). Introduction to the Education Graduate Program. Presented to the University of Tennessee at Martin Incoming Education Graduate Student Seminars. Martin, TN.
- Felts, G. H. & DeSpain, B. C. (2001). Gifted Readers Survey. Developed a survey questionnaire to analyze the reading habits of gifted and regular education students in grades 3-7, and administered the survey to students in Rolla, Missouri Public Schools. Martin, TN.
- (2013, March) American Montessori Society Annual Conference, Orlando, FL. Participation in four days of coursework centered on teaching students of all ages using Montessori curriculum and philosophy.
- (2012, March) American Montessori Society Annual Conference, San Francisco, California. Participation in four days of coursework centered on teaching students of all ages using Montessori curriculum and philosophy.
- (2007, July) Confratute Gifted Education Institute, Storrs, Connecticut. Participation in two-week international gifted education conference at the University of Connecticut.
- (2003, July) Confratute Gifted Education Institute, Storrs, Connecticut. Participation in two-week international gifted education conference at the University of Connecticut.
- (2004, July) Project Construct Institute for Early Education and Care Professionals, Columbia, Missouri. Participation in three 12-hour modules on developmentally appropriate practice, constructivist theory, developmental assessment, and application of constructivism in the early childhood classroom.
- (2003, March) Missouri STARR Teachers Workshop, Caruthersville Missouri. Participation in three half-day in-service workshops at Caruthersville Middle School.