
BRADLEY J. COOK

(Extended Curriculum Vitae)

WORK

Southern Utah University
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HOME

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EDUCATION

University of Oxford, Oxford, England

Doctor of Philosophy (D. Phil)

- Faculty of Oriental Studies, Middle East Studies
- International and Comparative Education
- Rotary International Ambassadorial Scholar, St. Antony's College

Stanford University, Stanford, California

Master of Arts

- Social Science of Education (*with highest honors*)

Stanford University, Stanford, California

Bachelor of Arts

- International Relations (*with honors*)
- Undergraduate Honors program, School of Education
- Division 1 Academic All-Conference Pac-10 Athlete in Football

Snow College, Ephraim, Utah

- General Education, pre-med
- NJCAA All conference cornerback

ADMINISTRATIVE EXPERIENCE

SELECTED ACCOMPLISHMENTS

2009 – Present ***Southern Utah University***, Cedar City, Utah

Founded in 1897, Southern Utah University is a dynamic learner-centric university inspired by its unique natural surroundings. It provides broad-based, engaged educational experiences stressing experiential, integrative and project-based learning. It offers graduate and baccalaureate programs with a student enrollment of about 11,000.

➤ **Provost and Executive Vice President**
Professor of History

Serves as the chief academic officer for the University. Ensures that the University's academic programs and faculty are of the highest quality. Directs the development and implementation of its academic plans and policies, and supervises the work of its colleges, schools, departments, and centers. Develops the University's academic annual budget and long-term financial plans and oversees the creation of strong administrative services to support the University's academic activities. In addition, the Provost has oversight responsibility for the recruiting, hiring, retention, and performance of quality faculty and academic administrators, and for the University's promotion and tenure processes.

Teaching:

- Regularly teaches in the Honors program: courses in comparative world religions, introduction to Islam, modern Middle East history.

Scholarship and Research:

- While at SUU presented seven academic papers,
- Authored 1 book,
- 4 academic articles/chapters, one of which was selected as an Outstanding Paper by Emerald Literati Networks Awards for Excellence 2013.
- Currently over 15,000 publication reads (Source: Research Gate).

Recognitions:

- **2017-18** SUU Student Voice Award, awarded by the SUU Student Association.
- **2015-16** Gerrald R. Sherratt Award for Greatest Institutional Impact, Thunderbird Awards, SUU Student Association
- **2015-16** Institutional Achievement Award for Experiential Learning, School of Integrated and Engaged Learning

DIRECT REPORTS

- Dean of the Online and Graduate School
- Dean of the College of Humanities and Social Sciences
- Dean of the School of Business
- Dean of the College of Visual and Performing Arts
- Dean of the School of Science and Engineering
- Dean of the College of Education and Human Development
- Dean of the Library
- Dean of the School of Integrated and Engaged Learning
- Associate Provost for Academic Affairs
- Vice Provost for International Affairs
- Director of Academic Budgeting and Support
- Executive Director of Aviation Science

SELECTED ACCOMPLISHMENTS

Academic Growth and Development

- Established 15 new degrees (associate's, bachelor's, master's degrees), 24 minors, certificates and emphases.
- Growth and Productivity 2009-present: 32% increase in enrollment growth; 61% growth in degrees awarded, 34% graduate online enrollment growth.
- Chaired the SMART Growth SUU Plan designed to strategically grow the university over five years with an accompanying financial impact model while also preserving academic quality.
- Primary architect for SUU's strategic planning process: "Academic Roadmap" an aggressive plan to substantially increase resources to support an elevated and engaged academic environment.
- Created and staffed the Graduate and Online School with 11 graduate online degrees.
- Created a multi-year tuition plan supporting academic excellence and student engagement.
- Implemented a master planning process for student success initiatives to elevate admissions standards, and to increase retention and persistence. Longitudinal student data systems were put in place to track student progress. Structured learning and first-year engaged courses were created along with more proactive advising.
- Helped increase average GPA of incoming first-year students from 3.4 to 3.6. Average ACT score increased from 19 to 24.
- Established a STEM lab-school in partnership with North Elementary and Iron County School District.
- Created the K-16 Alliance for Southern Utah coordinating education and legislative issues with superintendents, principals with SUU quarterly.

Academic Excellence and Student Success

- Reduced student faculty ratio from 21:1 to 18:1.
- Increased classes with less than 30 students from 65 percent to 70 percent.

- Led the institutional self-study and Northwest Commission on Colleges and Universities comprehensive evaluation, full accreditation reaffirmed.
- Coordinated and led a campus-wide process to develop the vision and mission of the university as well as putting in place the necessary assessment mechanisms.
- Repositioned SUU within a new national peer set and gained State Board of Regents' approval, thereby making institutional comparisons more compatible with the University's stated mission and focus.
- Obtained Phi Kappa Phi (PKP) and Omicron Delta Kappa (ODK) membership for the campus.
- Obtained National Carnegie Classification of "Engaged University." Expanded institutional mission to include the engagement model as well as modified tenure and rank processes to align with the model.
- Grew the Honors Program from 82 students to over 300 with greater scholarship support and resources including establishing an Honors living-learning community.
- Increased Library holdings and services by 12 percent.

Academic Innovation

- Instituted and developed an Experiential Education Requirement (EDGE – Education Designed to Give Experience) for graduation with a capstone requirement within one of the following developed tracks: Global Engagement, Civic Engagement, Leadership Engagement, Outdoor Engagement, and Creative and Innovative Engagement.
- Established the *Thunderbard* program, a collaborative project with the Utah Shakespeare Festival for first-year students to read, reflect on a selected a work of Shakespeare and then experience the play in live theater.
- Created SUU Boost: a stackable set of digital skills-based badges to add-on degrees to help students display skills that transcripts fail to capture and help students position themselves with potential employers.
- Actively promoted the SUU Open Educational Resources (OER) Initiative to encourage faculty to use teaching and learning materials that are open access to reduce text-book cost burdens on students.
- Created the Experiential Learning Leadership Institute (ELLI), dedicated to educating leaders in higher education, K-12, and non-profit organizations on experiential and project-based learning, hosting an annual conferences, professional development, and program consultation services.
- Helped implement the JUMP Start General Education, a two-semester, 33 credit, highly-integrated course taught by 7 faculty.
- Helped implement the Semester in the Parks - our partnership with Bryce National Park where a cohort of students work, live, and take 16 credit hours for an entire semester at Bryce, all focused on outdoor engagement.

Faculty Development

- Created and hired 72 new faculty lines, a 25 percent increase of faculty in an era of unprecedented decline in state support; increased the number of student-advisors by 60 percent.

- Established the Center of Excellence for Teaching and Learning (CETL) and increased funding for faculty development and training by 36 percent.
- Initiated Faculty Salary Equity Plan, and multi-year plan for enhancing faculty compensation to 95 percent of CUPA – an increase of 11 percent in just 3 years.
- Increased support for faculty research and development by 35 percent.
- Developed a multi-year plan to address faculty work-load pressures and data-derived workload “heat maps” to gauge work-load inequities.
- Instituted institutional merit pay system.
- More than doubled grant funding production from \$4.5 million 2009 to over \$14 million/per year in 2018.
- Created SUU’s Curriculum Innovation Grants (CIGs) system: incentive grants to support the development of innovative teaching and learning strategies, awarded to faculty looking to re-design courses that incorporate high impact learning practices.
- Provost Faculty Fellow Program: designed for faculty who want administrative experience on a short-term basis, allowing them to experiment with higher education administration as a possible career path.

Campus Enrichment

- Eliminated, merged and restructured various programs, including the merging of two entire schools (College of Integrated Engineering and Technology and the College of Science).
- Established a *University Convocation Hour* twice per week for significant lectures and campus academic enrichment.
- Established the annual *Festival of Excellence* tradition, a complete day featuring student, faculty and staff scholarship and creativity.
- Established an Aviation Science (fixed-wing, rotor-wing, maintenance) program with a \$30 million revenue-generating budget, hosting the largest academic rotor-wing program in the country.
- Created the School of Integrated and Engaged Learning (SIEL) to foster collaborative and integrated learning across campus, housing: EDGE program, Bachelors of Integrated Studies, Concurrent Enrollment, ELLI, Honors Program, Office of Undergraduate Research, Experiential Learning Centers, Jumpstart program, Office of Continuing Education, etc.
- Centers/Institutes established:
 - Experiential Learning Leadership Institute
 - STEM Center
 - Confucius Institute
 - Sargon Heinrich Global Engagement Center
 - Center for Leadership Engagement
 - Center for Innovation and Creativity
 - Center of Excellence for Teaching and Learning
 - Established the Office of Institutional Research and Assessment
 - Department: English as a Second Language
 - W. Edwards Deming Institute at SUU

University of the Parks Field Station, Loa, Utah.

Diversity and Inclusion

- Co-chaired the Diversity and Inclusion Strategic Plan with tactics to: Increase diverse student enrollments, increase recruitment and hiring of historically underrepresented and diverse faculty and staff, create environments and programming to retain and support diverse populations, provide curricula and content that will prepare students for an increasingly diverse and global society.
- Established the Southern Utah University Distinguished Faculty/Staff Award for Excellence in Diversity and Inclusion (two monetary awards).
- Advocated and Co-chaired the hiring of SUU's first Chief Diversity Officer, a President's Council level position.
- Hired full-time director for the Hispanic Center for Academic Excellence, the first of its kind in Utah.
- Increased minority student population by 44 percent. Student Success rates for Latino students is equal to the majority student population.
- Instituted aggressive international student recruiting efforts growing from 160 students (in 2009) to over 500, representing 52 countries (2017).
- Increased Study Abroad opportunities from 3 programs in 3 countries to 41 programs in 26 countries.
- Actively hired and promoted women in senior leadership roles on campus (chairs, deans, provost faculty fellows, etc.).
- Established a Curriculum Innovation grants (CIGS) system to faculty who were interested in developing new coursework or redesigns with an emphasis in diversity, inclusion, equity, and global learning.
- Established a year-long series (2017) of events addressing diversity, inclusivity, and equity including campus reading circles around Claude M. Steele's *Whistling Vivaldi: How Stereotype Threat Affects Us and What Can We Do*, over 200 faculty/staff participants.

2006-2009 Abu Dhabi Women's College, United Arab Emirates

The Abu Dhabi Women's College, established in 1988, is a part of the Higher Colleges of Technology System and hosts the largest student-body within the system with over 3,000 Emirati women. ADWC offers programs at the diploma, higher diploma, bachelors and selected master's degree levels. ADWC is a UAE federally sponsored institution and the leading provider of top-quality national female graduates who are among the first national women to be selected to lead important government and commercial posts in the UAE.

➤ President

Served as Chief Executive Officer of the College, responsible for overseeing and fostering excellence throughout the full range of its academic, operational and professional environments. Carried out general policies as directed by the Chancellor and Governing Council, especially those relating to academic quality, institutional effectiveness and the

assessment of student learning, and provided guidance and supervision to the Academic Deans and key staff of the College.

SELECTED ACCOMPLISHMENTS

Academic Growth and Development

- Initiated and completed a comprehensive strategic master planning process with the development of vision, mission and value statements.
- Produced the most graduates of any single campus in the Higher Colleges system 2006-2009.
- Initiated and implemented a laptop requirement for all students.
- Established a One-Stop Shop for integrated student services.
- Constructed and developed the Khalifa branch campus (400,000 sq/ft) with capacity for 3,000 additional students.

Academic Excellence

- Promoted academic quality and instructional excellence translating in improved graduate outcomes.
- Earned program accreditations: ACBS (Business Programs), CIPS (IT Programs), ACA (Applied Communications programs), HIMAA (Health Information Management programs).
- Led system in student outcomes in key learning objectives in English and Math.
- Implemented an 8 week Experiential Learning graduation requirement.
- Implemented programs fostering Leadership and Entrepreneurship.
- Established Center of Excellence in Applied Media.
- Earned a 90 percent satisfied/very satisfied ranking from graduates specific to their level of academic preparation for the work force.
- Initiated the following academic programs: Electrical Engineering Technology, Software Engineering Technology, Real Estate Management, Corporate Communication, Information Technology, Information Management, Interior Design, Classroom Assistant, Secondary Education, Graphic Design.

Faculty Development

- Revised the Faculty Evaluation System to better align with campus strategic priorities, with greater expectation for professional development.
- Instituted merit pay system for faculty and staff.
- Created College Forum for regular communication links to faculty and staff.
- Recruited and developed excellent, globally-competent faculty from 27 different nationalities.

Campus Enrichment

- Extensive fundraising \$2,200,000 (2006-2007), \$4,750,000 (2007-2008), \$6,300,000 (2008-2009) (more private fundraising during my administration than all previous years combined at ADWC), including:
 - Endowed Deanship for Finance and Banking (National Bank of Abu Dhabi)
 - Endowed Deanship for Real Estate Studies (Sorouh)
 - Endowed Deanship for Business (Aldar)

- Endowed Chair for Journalism (Abu Dhabi Music and Arts Foundation)
- SEHA Wellness Center
- Hewlett Packard Student Support Fund
- Oversaw extensive remodeling of existing facilities including Student and Academic Services wing, campus reception and entrance, student activities building, TV studio, student business incubators, career center, wellness center and health clinic. Established an ELearning Complex: Major reconfiguration of 5 existing classrooms into 4 technology enhanced labs with heavy emphasis on Promethean technologies and Tablet-driven curriculum.
- Campus IT Initiatives:
 - Completed 100 percent Wireless superstructure.
 - Initiated a Tablet requirement for students and incorporated curricular alignments.
 - Progressed storage area network to 1 GB network space for staff and students.
- New Offices Established:
 - Marketing and Public Relations Office
 - Community Relations and Media Office
 - Alumni Affairs Office
 - Tablet and Laptop Support Office
 - Studio Production Company

1999-2006 ***Utah Valley State College***, Orem, Utah

Utah Valley State College (now Utah Valley University) is a public, comprehensive regional university, located in Orem, Utah, 50 miles south of Salt Lake City, and founded in 1941. UVU is currently the largest public university in Utah with 37,000 students. The campus prides itself on being student-centered with a distinctive dual-mission of being an open-admissions two-year institution offering certificates and associate's degrees, while also being a structurally-enrolled university offering bachelor's and selected master's degrees.

➤ **Vice President for Academic Affairs**
Professor of History and Political Science

Served as the Chief Academic Officer (CAO) and the senior vice president responsible for the academic affairs of the college. Provided leadership for all educational planning, administration and academic program development as well as recruitment, selection, orientation, and evaluation of academic faculty. Principle steward in assessing campus academic programs and working closely with senior management in developing and implementing strategic plans. Served as the chief administrative officer of the institution in the absence of the President.

- **Teaching:** Regularly taught courses in: Islam and the Western World, International Relations, Middle East Politics, Introduction to Islam.
- **Scholarship and Research:** While at UVSC published 9 peer-reviewed journal articles, 2 book chapters, and presented 8 academic papers.

- **Recognitions:** Awarded the 2002 Utah Valley State College Board of Trustees Award of Excellence
- **State Service:** Served on various statewide committees and task forces: Chief Academic Officers Council, Concurrent Enrollment Task Force, Regent’s Program Review Policy Task Force.

DIRECT REPORTS

- Dean of the School of Humanities, Arts and Social Sciences
- Dean of the School of Business
- Dean of the School of General Academics
- Dean of the School of Continuing Education
- Dean of the School of Technology and Computing
- Dean of the School of Science and Health
- Dean of the School of Education
- Dean of the Wasatch Campus
- Associate Vice President for Faculty Relations and Academic Computing
- Associate Vice President for Undergraduate Scholarship and International Programs
- Associate Vice President for Curriculum, Accreditation and Academic Facilities
- Assistant Vice President for Academic Affairs
- Director of the Honors Program
- Director of General Education Committee
- Director of the Center for the Study of Ethics
- Assistant to the Vice President for Academic Affairs, Academic Budgeting

Other selected functions operating under Academic Affairs:

Dean’s Council, Academic Affairs Forum, Center for Teaching Excellence, Academic Service Learning, Grants Office, Academic Scheduling, Campus Curriculum Committee, Career and Technology Education, Perkins Funding, Distance Education, Concurrent Enrollment, Library, Communication across the Curriculum, Faculty Affairs, Committee on Student Retention.

SELECTED ACCOMPLISHMENTS

Academic Growth and Development

- Assisted the college president in the academic re-positioning of the campus to achieve eventual university status.
- Positioned the institution to focus on “engagement” thus earning the elective Carnegie Classification of “Engaged University.”
- Established 19 two and four-year degrees; 25 minors and emphases.
- Established the following: Center for Entrepreneurship, Institute of Culinary Arts, Institute for Emergency Services and Homeland Security, Center for Digital Design and Development, School of General Academics, Office of Faculty Affairs, Office of Academic Computing, Utah County Academy of Sciences (Charter School).
- Led efforts for the establishment and building of the Wasatch Campus (a UVSC branch) in Heber City, Utah.

Academic Excellence

- Led the institutional self-study and Northwest Commission on Colleges and Universities comprehensive evaluation, full accreditation reaffirmed.
- Earned specialized accreditations: ABET (Computer Science), National League of Nursing, AACSB (School of Business), TEAC (School of Education), among others (10 specialized accreditations in all).
- Enhanced level of personalized attention by creating classes of 30 students or less in 88 percent of the classes offered on campus.
- Drafted or updated/modified significant academic policies: Tenure, Post-Tenure, Rank, Academic Integrity, Copyright, Adjunct Hiring, Sabbatical, and Teaching Load.
- Developed and Implemented 5-year Academic Strategic Master Plan (2002-2007).

Campus Enrichment

- Eliminated, merged and restructured various programs, including the merging of two entire schools (School of Technology, Trades and Industry with the School of Computer Science and Engineering Technology).
- Earned statewide recognition from The Utah Foundation for bachelor degree graduates with the highest salaries in 2004.
- Instituted an inclusive and cross-collaborative leadership style, leading to greater effectiveness in academic administration.
- Produced nearly 15 percent of the graduates in Utah System on 7 percent of the Utah System budget.
- Developed the Institutional Strategic Directions Document, and development of new mission statement.
- Established the Academic Affairs Website, Quarterly Academic Affairs Newsletter (*Academically Speaking*).

Faculty Development

- Increased number of minority faculty by 24 percent and women faculty by 14 percent over three-year period.
- Developed and implemented a comprehensive Faculty Salary Equity Plan (2003-2008), over \$1 million of base funding allocated to faculty salaries adjustments in 3 years.
- Hired 169 new contract faculty (33 percent of all full-time faculty at UVSC at the time), 81percent of hires with terminal degrees.
- Reduced average teaching loads by 1.5 credit hours to facilitate scholarship, service and student advising.
- Restructured tenure and ranking processes to promote excellence in teaching and scholarship.

➤ **Vice President for College Relations (1999-2001)**

DIRECT REPORTS

- Associate Vice President for Advancement
- Associate Vice President for College Relations and Government Relations
- Associate Vice President for Finance and Facilities
- Director of Athletics

- Director of the McKay Events Center
- Director of Risk Management
- Director of Parking and Transportation
- Chief of Police

Other selected functions operating under this office:

Planned Giving, Alumni Affairs, Parent's Association, Campaigns and Marketing, Private Scholarships, Major Gifts, UVSC Foundation, Media Relations, Media Design, Campus Information and Hosting, Campus Signage, Campus Events, Government and Legislative Relations, Commencement, University Catalogue, Sports Information and Promotions, Engineering and Heat Plant, Campus Scheduling and Space Management, Grounds, Maintenance, Custodial, Electrical, Construction, Police Investigations and Operations, Fire Marshall, Fleet Operations, Parking Services.

SELECTED ACCOMPLISHMENTS

- Secured, as legislative liaison to the Utah State Legislature, \$52,000,000 for capital development.
- Obtained 230,000 sq/ft of new constructed space, and 102 acres of new property.
- Guided the construction of the following: Computer Science and Engineering Technology, Liberal Arts Building, Wasatch Campus, Gunther Trades Building addition.
- Managed 1.3 million sq/ft of capital facilities, 237 acres of property, and \$1 million of leased instructional space.
- Worked with individual donors, raising on average \$4 million per year.
- Established a campus-wide Integrated Marketing Committee.
- Transitioned the College from Junior College athletics to Division I athletics (first institution in the nation to successfully make this move).
- Added women's soccer and men's wrestling as Division I sports.

1997 - 1999 *Brigham Young University*, Provo Utah

BYU is a private, religiously-oriented, comprehensive university, located in Provo, Utah, and founded in 1875. With 30,000 students, it is an institution known for its internationally experienced student body, its quality teaching and its beautiful mountain location.

➤ **Assistant Professor**

Department of Educational Leadership and Foundations

- Taught undergraduate and graduate courses in: International and Comparative Education, International Educational Development. Teaching evaluated as Superior.
- Served as graduate student advisor, supervised honors and master's theses, served on master's thesis and doctoral dissertation committees.
- Maintained consistent research and publication agenda.

- Taught courses in Islamic Studies in the Department of Religion. Teaching evaluated as Superior.
- Served on various committees: department graduate admissions, curricula, strategic planning.

1995-1997 **Doctoral Student**, University of Oxford, St. Antony's College, Oxford, England

1993 - 1995 ***Utah Valley University***, Orem, Utah

➤ **Assistant to the President for Special Projects**

- Assisted president in overall administration of university: policy design, outcomes assessment, quality control.
- Completed international projects: China, Mongolia, Egypt.
- Developed interactive fiber optic delivery to local high schools, and enrichment program for Native Americans, hospitality management.
- Served on: Advisory Committee on Conferences and Workshops, University Council, President's Council.
- Taught: Middle East Politics (PLSC 244), International Relations (PLSC 170), Global Communities (PLSC 180). Teaching evaluated as Superior.

PUBLICATIONS

Books

Cook, Bradley J., *Classical Foundations of Islamic Educational Thought* (Provo, UT: Brigham Young University Press 2010).

Reviews by: - Mohammad Hannan Hassan, *Ilahiyat Studies* (2014) 5:2: 279-281
 - Sayeh Meisami, *The American Journal of Islamic Social Sciences* (2012) 29:1: 140-142

Academic Articles (Peer Reviewed)

Cook, Bradley J., "Pre-Mortality in Mystical Islam and the Cosmic Journey of the Soul," *Dialogue*, 50 no. 1 (2017): 31-56.

Cook, Bradley J. & Stathis, Michael, "Democracy and Islam: Promises and Perils for the Arab Spring Protests," *Journal of Global Responsibility*, 3 no. 2 (2012): 175-186. Selected as an Outstanding Paper Award Winner, Emerald Literati Networks Awards for Excellence 2013.

- Madsen, Susan R. & **Cook, Bradley J.**, "Transformative Learning: UAE, Women, and Higher Education," *Journal of Global Responsibility*, 1 no. 1 (2010): 127-148.
- Samad, Abdus & Gardner, Norman D. & **Cook, Bradley J.**, "Islamic Banking and Finance in Theory and Practice: The Experience of Malaysia and Bahrain," *American Journal of Islamic Social Sciences*, 22 no. 2, (2005): 69-86.
- Cook, Bradley J.** & Hite, Steven J. & Epstein, Erwin H., "Discerning Trends, Contours and Boundaries in Comparative Education: A Survey of Comparativists and their Literature," *Comparative Education Review*, 48 no. 2 (2004): 123-149.
- Cook, Bradley J.**, "Egyptian University Students: Religion, Change and the Politics of Protest," *Middle East Affairs Journal*, 7 no. 1 (2001): 79-104.
- Cook, Bradley J.**, "Islam and Egyptian Higher Education: Student Attitudes," *Comparative Education Review*, 45 no. 3 (2001): 379-411.
- Cook, Bradley J.**, "The Egyptian Student Movement," *Journal of Critical Inquiry into Curriculum and Instruction*, 2 no. 3 (2001): 17-18.
- Cook, Bradley J.**, "The *Book of Abraham* and the Islamic *Qisas al-Anbiya* (Tales of the Prophets) Extant Literature," *Dialogue*, 33 no. 4 (2000):127-146.
- Cook, Bradley J.**, "Political Culture and Educational Control in Egyptian Public Policy," *Middle East Affairs Journal*, 6 no. 3-4 (2000): 31-52.
- Cook, Bradley J.**, "Egypt's National Education Debate," *Comparative Education*, 36 no. 4 (2000): 477-490.
- Cook, Bradley J.**, "Islamic Versus Western Conceptions of Education," *International Review of Education*, 45 no. 3-4 (1999), 339-357.
- Cook, Bradley J.**, "Doing Educational Research in Developing Countries: Egypt as a Case Study," *Compare* 28:1 (1998), 93-103.

Published Book Chapters

- Cook, Bradley J.**, & Engy El-Rafae, "Egypt: A Perpetual Reform Agenda," *Education in the Arab World*, (London: Bloomsbury Academic 2017), 285-305.
- Cook, Bradley J.**, "Education and Islam," *Encyclopedia of Education*, 2nd edition (vol. 4), ed. James W. Guthrie (New York: Macmillan 2002), 1327-1330.
- Cook, Bradley J.**, "Comparative Education for a New Millennium: Purposes, Problems and Prospects," in Gibb-Murdock, Sharon & Szczurkowska, Stefania, *Examining*

Educational Trends in the United States and Poland (Warsaw: Polish Institute for Educational Research, 2000), 197-210.

Published Journal Articles, Essays, Commentaries, Op-eds (non-peer reviewed)

Cook, Bradley J., “Provost on Immigration Ban,” *University Journal*, February 3, 2017, 1.

Cook, Bradley J., “We must be an Open-Minded Campus,” *University Journal*, November 19, 2015, 5.

Cook, Bradley J., “SUU Takes Plagiarism Seriously,” *Salt Lake Tribune*, January 12, 2013.

Cook, Bradley J., *Egypt, Islam, and the University: A Study of the Collective Conscience* (Lambert: Saarbruken Germany, 2012).

Cook, Bradley J., “Academic Changes Enhance SUU,” *University Journal*, Summer 2010, 5.

Cook, Bradley J., “Concurrent Enrollment in the State of Utah,” Commissioned by the Board of Regents and the Utah System of Higher Education, 2005, published in *CAO Position Papers: Strategic Directions for Utah Higher Education*, (Utah System of Higher Education (USHE), Salt Lake City, UT 2009), 49-52.

Sederburg, William A & **Cook, Bradley J.** “Concurrent Enrollment: Don’t Compromise Quality,” *Salt Lake Tribune*, January 29, 2006: AA4.

Sederburg, William A. & **Cook, Bradley J.** “A Forum to Find Common Ground” *Daily Herald*, April 11, 2005: A5.

Cook, Bradley J. & McPherson, Kate, “The Real Face of Utah Valley State: High Quality Education, Dedicated Faculty, and Community Outreach.” *Daily Herald*, February 24, 2005.

Cook, Bradley J., “Higher Education Needs State Help to Maintain Quality,” *The Salt Lake Tribune*, February 15, 2004: AA9.

Cook, Bradley J., “Between Realism and Idealism: American Foreign Policy in the Middle East,” *The American Muslim*, <http://www.uvsc.edu/admin/academics/cookbr/Foreign%20Policy.pdf>, (2002); a paper originally presented at Utah Valley State College’s panel discussion entitled “The Ethics of US Foreign Policy in the Middle East,” October 1, 2001.

Cook, Bradley J., “Peace in Our Time,” *Sequel*, Summer, vol. 13 (2002): 39.

Cook, Bradley J., “Establishment of the Weinan Community College in Shaanxi Province, China,” *Community Colleges for International Development*, 8 no. 1 (1994).

Media Appearances

- Podcast guest on *Solutions for Higher Education* on the “Value of the Liberal Arts,” March 11, 2018.
- Interview: “International Students at SUU,” Fox 13 News TV, November 2015.
- Guest commentator: The Forum - “The Economic Impact of Southern Utah University,” KSUB 590, January 2013.
- Guest commentator: “The Importance of Liberal and Experiential Education,” KSUU 91.1, September 2012.
- Guest commentator: The Forum - “Utah Higher Education,” KSUB 590, February 2012.
- Guest commentator: “The Fall of Qaddafi,” ABC4 TVNews, *Good Morning Utah*, October 2011
- Guest commentator: “Islam in America,” KSUU 91.1, November 2010.
- Guest commentator: “Classical Foundation of Islamic Educational Thought,” KBYU’s “Thinking Aloud,” November 2010.
- Guest commentator: “The Provost and SUU,” NPR, KUER 90.1, September 2009.
- Guest commentator: “Islam” *Talk of the Town*, K-Star 1400 AM, July 2005.

SCHOLARSHIPS AND HONORS

- 2017-18 SUU Student Voice Award, awarded by the SUU Student Association in recognition to hear and care for the voice of the students.
- 2015-16 Gerrald R. Sherratt Award for Greatest Institutional Impact, Thunderbird Awards, Southern Utah University.
- 2015-16 Institutional Achievement Award for Experiential Learning, Southern Utah University
- 2013 Outstanding Paper Award Winner, Emerald Literati Networks Awards for Excellence for “Democracy and Islam: Promises and Perils for the Arab Spring Protests,” *Journal of Global Responsibility*, 3 no. 2 (2012): 175-186.
- Rotary International Ambassadorial Fellow: University of Oxford
- 2004 Distinguished Alumnus, Payson High School
- 2002 Utah Valley State College Board of Trustees Award of Excellence
- Starting cornerback for Stanford University football team, full scholarship
- First Team Academic All Pacific-Ten Conference, football
- Frank Rehm Memorial Award for Outstanding Defensive Back, Stanford University
- Honors Graduate, Stanford University Graduate School of Education
- National Scholar Athlete: US Army Reserve
- Bigler Award for Scholastic Leadership
- Kaplan Scholar Athlete
- Grant Recipient: Oxford Graduate Board of Faculties Research
- Grant Recipient: Oxford Research Society
- Grant Recipient: St. Antony’s College, Middle East Center Research
- Grant Recipient: Carr and Stahl Fund, research grant

COMMUNITY AND VOLUNTEER SERVICE

2011-present: Board member, Rotary Club, Cedar City.
1999-2003: Board member, Provo/Orem Chamber of Commerce, Committee member of the Community Development Council, Orem, UT.
1999-2002: Board member, Utah Valley University Foundation, Orem, UT.
1999-2002: Board member, McKay Event Center, Orem, UT.
1993-95: Volunteer International Rescue Committee, Salt Lake City, UT.

PROFESSIONAL MEMBERSHIPS AND ASSOCIATIONS

Phi Kappa Phi Honor Society
The Omicron Delta Kappa Society
American Association of Colleges and Universities (AAC&C)
Council on Public Liberal Arts Colleges (COPLAC)
American Association of State Colleges and Universities (AASCU)
Council for the Advancement and Support of Education (CASE)
Middle East Studies Association (MESA)
Comparative and International Education Society (CIES)

PERSONAL INFORMATION

Children: Sam, Cairo, Jack, Charlie
Dog: Max
Personal interests: family, fitness, traveling, reading, writing, cinema, comparative religion.