

August 5, 2019

Dr. Tom Tobin Division of Continuing Studies University of Wisconsin-Madison 127 Presidents Drive State College, PA 16803

Dear Tom:

Parker University 2540 Walnut Hill Lane Dallas, Texas 75229 www.parker.edu

I want to sincerely thank you for your recent presentation to the faculty of Parker University. You completely engaged our audience, created numerous learning opportunities and entranced people with a vision of how to enhance the word they do in the classroom, clinical and online settings. As you know, this is the second time I invited you to present keynote and workshop sessions to faculty. The first was at Palmer College of Chiropractic 3 years ago, and I know that that program was the most well-received faculty in-service the college had held. I am happy to say that your sessions here were seen the same way. And this comes after us inviting two other speakers that were recommended by you and who both were highly received.

More than anything, I appreciate your ability to engage people, to seek information from them and respect and listen to their comments. You are inclusive in the best possible way. You make it possible for those who otherwise might not feel comfortable contributing to be able to do so. You are exceedingly nimble in responding back to people, to being professional in the best sense of the word. It is clear that not only do have impressive academic and pedagogic knowledge, but also the ability to translate that knowledge into actionable information for immediate use in teaching. I spoke with several attendees after you left who complimented us on selecting you, who already had drawn plans to alter what they do based on what they learned and who were excited by doing so.

Tom, we thank you for your work with us. You will have made a difference to our program and we expect to see significant change as a result. I will be in touch with you for follow-up collaboration.

Thank you so very much!

Sincerely,

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Dana J. Lawrence, DC, MMedEd, MA

Associate Provost of Education and research