

February 26, 2021

President, Search Committee
New College of Florida
Via Electronic Mail

Dear Members of the Search Committee:

As I read your engaging presidential prospectus, I was drawn to New College of Florida's distinctive liberal arts model. The opportunity to expand on the college's influence and build on this unique model that is "open-minded, minimally prescriptive, customized, and evolutionary" invigorates me. Each time I read it I feel myself gaining energy and purpose. I enthusiastically submit my "*curriculum vitae*," highlighting a cutting edge integration of applied liberal arts, the intersection of career development and education, an inclusive and welcoming community that builds trust, enhanced organizational effectiveness, and successful financial leadership with partnerships and fundraising. My qualifications and experiences prepare me particularly well to help build an increasingly visible role for New College of Florida that draws interest and enrollment from new pools of students throughout the state, region, nation and world.

When I first enrolled at Trinity College in Hartford, CT, as an undergraduate, I encountered faculty who were ready and eager to mentor and guide me. One example is Dori Katz, my faculty advisor, who did not tell me that majoring in French would be impossible because I am deaf. She said, "I will help you." But I soon learned that she didn't know how. So I began to teach her about my world, as she taught me about hers. Without the discussion we sustained and the careful attention she gave me over four years, I may never have become the educated, ethical and engaged citizen that I am today. Through this experience, I came to understand that the best learning occurs as a dialogue wherein both teacher and student are responsible for their engagement.

This valuable insight has become a principle of my life and leadership. Seeking out diverse perspectives allows all of us to learn from each other, deepen relationships and develop agency. Moreover, this collaborative, results-oriented engagement is a prime gift that a liberal arts education extends to all students and teachers.

These experiences and realizations sparked a career devoted to teaching, learning, community building, and change-making in various educational environments. I have been involved in educational leadership for over thirty-four years. My career has afforded me the extraordinary privilege of serving various institutions—from public to private, from pre-school to universities.

Liberal Arts, Real-World Engagement, and Purpose

Since 2014, I have been honored to serve as the president of Guilford College in Greensboro, North Carolina. Upon my arrival, I learned that Guilford had not been meeting its enrollment and financial goals. In the first month, I began to resolve an unexpected \$4 million budget shortfall. In addition, that year, I managed the budget consequences of an abrupt loss of significant state aid for adult students resulting in a drop in enrollment and revenue. With strategic planning, hard work and determination, the Guilford community planned and implemented a carefully designed, multi-year approach to enable the College to gradually increase enrollment and meet financial goals.

Together, we crafted the Guilford Edge, a set of initiatives centered on the holistic student experience involving an applied liberal arts curriculum, both civil and useful, focused on what matters most to

students. Taught collaboratively, through real-world problem-based learning, the Guilford Edge encouraged students to graduate with a major and a “passion,” through which they might find a life of purpose and a career of meaningful work. Creating a more robust technology infrastructure allowed us to support offering hybrid (online and in-person) classes throughout the year.

We disseminated a fully integrated awareness and image-building plan directed to current and future students, their parents, and key adult professionals. Our message remained true to Guilford’s historic strengths and emphasized new directions. We created these initiatives to enhance our liberal arts model and appeal to qualified students who had not considered us in the past.

In addition to investing in a new curriculum, facilities and services important to the student experience needed long overdue updates. Having identified ways to move beyond the daunting challenge of variable-rate debt and letters of credit, we adopted long-term, fixed-rate debt. Facility restoration rather than renovation allowed careful stewardship of resources. In addition to facilities fundraising, we maintained the investment-grade BBB bond rating necessary to invest in the Guilford Edge initiatives, technology upgrades, and building restorations while complying with the College debt policy and bond covenants. In 2019, when enrollment was down nationally, the inaugural year of The Guilford Edge initiatives yielded an 8% increase in new students, a 6% gain in first-to-second year retention and the college's highest average GPA for fall semester classes since 2015.

By March 2020, the major initiatives I went to Guilford to lead were completed or underway. Enrollment, retention, and measures of stated success were all clearly on the rise as were all the programs we had invented, developed and implemented. A bright future for the College was finally in our sights. And then the pandemic hit, and like everywhere, it hit hard at our finances. Having already led so many changes at a rapid rate, I surmised that, in order to make the additional changes that the virus would call upon us to make, the College needed a new leader with available political capital. In order to prepare for the transition, I activated a sabbatical that I had delayed in previous years, and I will officially end my Guilford presidency in June 2021. While learning a great deal about being a president and about myself, the creation of the Guilford Edge initiatives and my decision about what the institution needs now have both confirmed my belief that I have the vision, talent, and ardor to lead an organization with courage and heart.

Executing a Plan for Growth

New College of Florida has set an ambitious goal to increase enrollment from about 700 currently to 1200 by 2024 accompanied by an 80% four-year graduation rate by 2027-28. A larger student body will enable teaching and learning from a greater diversity of peers and provide a critical mass to coalesce with the larger faculty already hired to prepare new and innovative programs. My history includes raising enrollment and increasing retention at several colleges and universities including Gallaudet University, the University of North Carolina at Asheville, and Guilford College.

I see commonalities in substance and style between the work I led on all three of these campuses and the work New College of Florida is undertaking. These colleges and universities all focused on reaching out to a broader array of future students and their parents by offering innovative enhancements to their curriculum and pedagogy and a shared student experience with attention to co-curricular programs and facilities. New College of Florida stands out, however, as an Honors college and with its emphasis on customized learning experiences.

At Gallaudet, I elevated the Honors Program to lead the University’s academic culture, curriculum, and pedagogy and serve as a signal of high intellectual standards. The Honors Program with its learning contracts and personalized education was an innovative highlight we emphasized to increase new student admissions and retain current students. With this framework, Gallaudet enrolled the largest and most academically qualified undergraduate class in its history and retained an all-time high number of first-year

students. This became a benchmark for new student admission and a catalyst of confidence in the future. Similarly, at the University of North Carolina Asheville, a large public university and leading member of the Council of Public Liberal Arts Colleges, the Honors Program's devotion to connecting liberal arts and real world issues influenced the University's curricular evolution.

Your strategic plan, Cultivating Curiosity, Unleashing Potential, intends that the president lead the College community to achieve goals and metrics to advance the College from the top five public liberal arts colleges to the top twenty national liberal arts colleges, public or private with distinctive and inspiring branding. I admire the uniqueness and courage of putting this particular stake in the ground in an environment where hundreds of campuses are abandoning the liberal arts in favor of near exclusive focus on STEM, professional programs, and research. New College of Florida is clearly ready to pioneer a new direction in order to become an even better version of itself--and it has all the core ingredients required to do just that.

To reach the metrics, which is entirely possible, the new president will have to become a highly visible advocate of New College of Florida and its innovative liberal arts model, in the state of Florida, in the region, and on a national level. If I were chosen as your president, I would want to discuss with the Board whether to take membership in state and national organizations with opportunities to present about New College of Florida and assume leadership within them. Holding national public liberal arts conferences on campus would also speak volumes about the prestige of the College's individualized education.

Similar to the way Honors education influenced the whole institution at Gallaudet and UNC Asheville, New College of Florida's "unique model of liberal arts education" as an Honors College can inspire other higher education institutions all the more powerfully because its emphasis on valuing each student's learning interests dovetails with the aim of diversity, equity, and inclusion to affirm and include each person in the community. I would be remiss not to tie my leadership to a central focus on inclusive academic excellence.

Be an Inclusive and Supportive Cultural Force

Diversity in all its human dimensions is among your presidential priorities, and it is the *fil rouge* of my career. Wherever I have worked, my lived commitment to inclusion motivates me to create an ecosystem to ensure the curriculum, professional development, policies, co-curricular programs and practices needed to support transformative inclusion throughout campus. Under my leadership, the College attracted more students of color than in its history. And BIPOC students assumed more leadership positions on campus.

A common thread in diversity action throughout my career is the dissemination of a campus climate survey, followed by in-person focus groups for deeper understanding. Typically, as it did at Guilford College, UNC Asheville, and Gallaudet University, the public process for responding institutionally to the survey results leads to corrections to exclusionary policy, program and practice. The appointment of diversity leadership groups has been pivotal to coordinating what are typically, without such leadership, isolated heroic acts by individuals committed to inclusion. Hearing and understanding individual and group experiences prepares us to address systems.

Thinking systemically at Guilford, I created an inaugural cabinet-level position in Diversity, Equity and Inclusion to ensure the administration considered and furthered the College's commitment to inclusion and community at the highest decision-making levels. It is one thing to set a dinner table and later add place settings when unexpected guests arrive. It is another to plan a dinner that includes place settings for all the people who need to be at the table. A voice for diversity, equity and inclusion at the table of the president's cabinet better informs what we choose to discuss, enriches these discussions, builds trust, and ultimately leads to better decisions and outcomes. Together we sponsored College-specific anti-oppression development programs and discussions for faculty, staff and students which contributed to

building trust and community. Guilford also undertook a review of Title IX, looking closely at gender equity, especially in Athletics, where we created increased participation in women's sports through the addition of rugby, triathlon, tennis, and swimming. We enhanced staffing, awareness, training, tracking, and education in the handling of sexual harassment and sexual assault reports.

In 2017, I became a founding member of the Presidents' Alliance on Higher Education and Immigration as part of my commitment to global education and all students, a significant portion of whom are international students and Dreamers. Through the Alliance, a Dreamer student and I participated in sessions with North Carolina Senators and Representatives who played a helpful role in DACA student renewals. For almost two years, Guilford and co-plaintiffs fought a U.S. government regulatory change that could have barred international students from the U.S. for lengthy periods. After we achieved preliminary injunctions blocking enforcement of the policy, the government decided to drop its appeal. Guilford, on a pro bono basis, played an active role in including international students on its own campus and all campuses throughout the nation.

Since New College of Florida has an organizational structure for Diversity and has hired a Chief Diversity Officer, a new president can "hit the ground running" to lead by example what living in an inclusive community means both for the institution and on the national level. Together we can create an ecosystem, organizing dialogues, holding workshops, celebrating both differences and our common humanity, and valuing each vital attribute. In these ways we can contribute to a thriving system, not just with the presence of diversity and equity, but with *inclusion* to foster trust among all community members. An inclusive community is a precursor for success in other critical areas. Fundraising is one example.

Fundraising

Thoughtful fiscal management, enrollment strategies, and new revenue streams are essential to an institution's finances but are not sufficient. The president must also fundraise. I am an experienced, driven and successful fundraiser.

Effective fundraising begins with creating a culture of generosity and gratitude on campus. Trustees, faculty, students, staff, administrators, and alumni need to see themselves as active participants in a culture of philanthropy. The fostering of an inclusion ecosystem, as referenced earlier, contributes to the ability to bridge a variety of thinking styles and problem solving orientations, and it builds the trust we need for fundraising success.

A president may spend the most time on major gifts, developing relationships and friendships with supporters who have the means and will to support the College. Generosity begets gratitude, and showing appreciation in creative ways for those who are generous is a hallmark of my work.

Working in tandem with institutional priorities, annual fundraising plans can yield steady increases in total annual fundraising. For example, as the Guilford Edge initiatives took hold, my greater leadership role in fundraising, with support from a strong Advancement team, created unparalleled generosity from trustees, alumni, benefactors, friends, foundations and the federal government. We raised \$8.4 million in FY 2019-20, the most the College had raised in more than 12 years. I secured the single largest gift (\$8 million) to the College by an individual, and our annual fund (cash gifts) steadily increased. With Advancement staff, we created and implemented a robust volunteer model for parent and alumni engagement focused on philanthropy, including commitments related to improving career development through: career exploration, interview skills, job shadowing, fellowships, and internships. During my tenure, the endowment grew from \$60M to \$86.2M.

At Gallaudet, I played a leadership role in a successful \$28M mini-campaign for a new visual-centric building. In a second \$30M comprehensive campaign, we raised \$39M—\$9M over the goal. When New College of Florida reaches the readiness stage for a capital campaign, I would stand ready to lead it.

Organizing institutions to write transformative grants has been a common thread in my fundraising. As a grant to Gallaudet University from the National Science Foundation was under review, I responded to many direct requests from an NSF director regarding how prepared we were to satisfy the rigorous scientific requirements. When all was said and done, we received a \$23M Science of Learning grant, the largest grant ever awarded to Gallaudet, and one that has elevated its research profile. At Guilford, after the immense investment of time and preparation necessary by a small liberal arts college to satisfy the requirements for a federal government grant, we won a \$2.2M Sustaining Institutions grant to support at-risk students and features of the Guilford Edge. This was the largest grant ever received by the College.

As New College of Florida discerns the best ways to translate its unique features into increased enrollment, I would be honored and proud to work with the Foundation board and devote considerable time and attention to fundraising in all its dimensions on behalf of the institution.

Partnerships

Institutions working together create more exciting and richer student experiences than any institution could provide alone. Partnerships of all kinds go a long way toward building stronger relationships, more inclusive communities, and better regional recognition and reputation.

At UNC Asheville, for example, my work in partnership with many others resulted in the University of North Carolina locating the Eshelman School of Pharmacy on our campus. This top-ranked Pharmacy program attracted future science majors to UNC Asheville for the possibility of enrolling upon graduation. In an innovative partnership, Mission Hospital systems committed to hire a number of UNC Asheville graduates annually after they participated in a competitive interview process and emerged as viable candidates. Those who were not selected received invaluable feedback and support from the Mission Hospital Human Resources director. These examples made sense for UNC Asheville, but there may be others that would enhance student education and career development at New College of Florida.

An obvious example of partnership is a seamless transfer process between community and four-year colleges. I have learned that New College of Florida's transfer student process is the envy of all higher education. As we marketed the Guilford Edge and new majors requested by technology employers such as CyberSecurity, our transfer student population doubled. Agreements with private high schools enabled highly qualified domestic and international students to take courses and earn college credit. The Early College at Guilford offered extremely well qualified public high school students up to two years of college credit paid by the school district. Accelerated pathways from college to advanced degrees for qualified students, such as the one between Elon University Law School and Guilford College, brought status and stature to both institutions.

How the new major in CyberSecurity emerged points to another kind of partnership that provided a new revenue stream at Guilford: Employers in this field reached out to Guilford and asked that we create the program and the major because they were unable to find qualified workers not just in the technology skills of the field but also in other knowledge and skills liberal arts colleges excel in cultivating. Employers know that those who will be most successful in the field need to understand diversity, religion, foreign languages, geography, and the breadth and depth of knowledge acquired through the study of liberal arts disciplines. They also value the skills learned on liberal arts campuses, including critical thinking, creativity, effective communication, the ability to learn independently.

As I learned from my experience with Dr. Katz about the value of reaching out across differences, it is critical that colleges teach and learn from each other the technology, knowledge and skills the liberal arts provide and the history of human knowledge they impart.

Organizational Effectiveness

The Guilford Board, as a private college board, shifted governance practices from a consent/working board to a generative leadership model enabling members to actively engage their purpose and function.

We collaborated to restructure committees and boost Guilford's efforts to be more nimble. A comprehensive review of decision-making was undertaken. Responding to the need for transparency, the College Policy Committee created a [Policy Library](#) to facilitate strong collegial shared governance.

Early on, it became clear that Guilford needed to have expectations for community members and agreed upon ways to hold ourselves accountable for achieving them. For example, to answer urgent questions about equity in compensation, I worked with the Human Resources director to create a Compensation Program. With the advice of a campus-wide committee, we corrected salary disparities based on anything other than education, skills and experience. A new, transparent compensation program precluded inequities from occurring in the future.

The Future of Higher Education

Many opportunities for innovation and change will come to higher education: artificial intelligence, nanotechnology, genomics, robotics, neuroscience, computer science, and technology-based energy. As we are experiencing, these new fields advance exponentially. It is said that more will happen in the next 20 years than used to happen in a lifetime. Thriving will be possible, even likely, for universities that are ready to move advantageously and at the right pace. With the uncertainties of the pandemic and its potential long term influence on the job market, the foundational knowledge of a liberal arts education provides students with the nimbleness they will need to adapt to fast-paced, still unknown opportunities.

Adaptations to the pandemic may well be incubating as ideas not just in the job market, but also for all parts of society including our higher education system. We will need to respond thoughtfully to post-COVID-19 modifications in the way we teach, learn, work and live on campus. Then, we can help shape the future of public higher education within this period of possibility, peril and promise.

For instance, we must ask if students are learning in the new spaces created on Zoom, Instagram, and Twitter. It is our responsibility as educators and leaders to discern whether the power and promotion of higher education now extends to these newer spaces. How we respond will impact not only our students, but also our discourse and democracy.

My commitment to the transformative power of inclusive education, sparked by my undergraduate faculty advisor Professor Katz, fuels all of my work and advocacy for higher education. My life-changing dialogue with Professor Katz made such a profound impact in part because it contrasted sharply with too many of my other experiences as a person born deaf; I understand firsthand the injury inflicted when people are marginalized, discriminated against, or rendered invisible by virtue of our minoritized status. From these experiences as well as my work leading inclusive educational transformation, I share a corollary of the principle of inclusion: While we often talk about "safe spaces" on college campuses, I firmly believe that this is a time to create "brave spaces," as described by Brian Arao and Kristi Clemens. Higher education must be a laboratory for the work of understanding each other. This project means letting our lives speak, allowing others' lives to do the same, and listening for understanding across differences. With thoughtful planning, we will emerge from the current disruptions to higher education caused by the global health and financial crises. Colleges hold exemplary resolutions of social justice issues within their grasp through a serious examination and transformation of systems. And with imagination and creativity, we will lead to an inclusive and innovative future.

Together we can influence the future of New College of Florida. With your strong position in the higher education landscape, I envision opportunities to expand into new spaces for teaching, research, inquiry, discussion, consensus, and collaboration. Capitalizing on realized opportunities as a springboard, the new president can become a powerful advocate and chief fundraiser. Because of my record of success in creating change and opportunity through the cultivation of friends and benefactors, along with creation of alliances and partnerships, I am eager to be this advocate and fundraiser.

If you are genuinely looking for a visionary, seasoned ambassador for New College of Florida who will inspire good people to do extraordinary work, then it would be a privilege and honor to engage all constituents in a shared drive to enhance the College's level of advocacy and influence.

I look forward to discussing my candidacy with you. I am enclosing my curriculum vitae and a list of five references with this letter.

Sincerely,

Jane K. Fernandes

cc: Curriculum Vitae
Reference List

Jane K. Fernandes, Ph.D.

EDUCATION

Ph.D., Comparative Literature, University of Iowa, Iowa City, IA, 1986

M.A., Comparative Literature, University of Iowa, Iowa City, IA, 1980

B.A., French and Comparative Literature, Trinity College, Hartford, CT, 1978

Supplementary Education

- Center for Creative Leadership, Leadership Development Program, Greensboro, NC, 2018
- Certificate, *Emergency Response to Domestic and Biological Incidents: Operations Level*. Louisiana State University Academy of Counter-Terrorist Education, 2003
- Certificate, *Preparing for and Responding to Terrorism/Weapons of Mass Destruction*. Department of Justice and Office for Domestic Preparedness Emergency Response and Rescue Training Center, 2003
- National Theatre of the Deaf Professional Summer School, 1982

SUMMARY OF APPOINTMENTS

President [*on sabbatical through June 2021*] 2014 – present
Guilford College, Greensboro, North Carolina
Tenured Full Professor of English

Provost and Vice Chancellor for Academic Affairs 2008 – 2014
The University of North Carolina at Asheville
Tenured Full Professor of Education

Senior Fellow 2007 – 2011
Johnnetta B. Cole Global Diversity and Inclusion Institute
Bennett College for Women, Greensboro, North Carolina

Provost, Academic Affairs 2000 – 2006
Gallaudet University, Washington, the District of Columbia
Tenured Full Professor, American Sign Language/Deaf Studies

Vice President, National Deaf Education Center 1995 – 2000
Gallaudet University, Washington, the District of Columbia

Director 1990 – 1995
Hawai'i Center for the Deaf and Blind, Honolulu, Hawai'i

Coordinator and Instructor II

1988 - 1990

Kapi'olani Community College—The University of Hawai'i at Mānoa
Honolulu, Hawai'i
Sign Language/English Interpreter Education Program

Chair and Assistant Professor

1987

Gallaudet University, Washington, the District of Columbia
Sign Communication Department

Acting Director and Visiting Assistant Professor

1986 - 1987

Northeastern University, Boston, Massachusetts
American Sign Language Program

ARTICLES AND STORIES

- [“A Quiet Victory for International Students,”](#) Karin Fischer, Open Campus, Latitudes, August 3, 2020
- [“Guilford College President to Step Down,”](#) David Ford, WFFD / Education, June 26, 2020
- [“Guilford College’s Thoughtful Transformation,”](#) Novid Parsi, *Insigniam Quarterly*, Fall 2019
- [“Guilford’s Gamble,”](#) Colleen Flaherty, Inside Higher Ed, July 2, 2019
- [“Guilford College President Jane Fernandes Proves Listening Goes Beyond Hearing,”](#) Laura Brache, WFMY News 2 Digital, Celebration of Women’s History Month, Women of the Triad, March 2019
- “Centered Down at Guilford College,” Cathy Weaver, MOD Society, May-June, 2019
- [“Guilford ‘Dreamer’ Fights for his Future,”](#) Jane Fernandes, *News and Record*, January 26, 2018
- [“Taking a Flight--and a Stand,”](#) Guilford College website, January 28, 2018
- [“Guilford College’s deaf president leads by listening,”](#) Marti Maguire, *News and Observer*, April 13, 2017
- [“Surrounded by Silence,”](#) UNC-TV, PBS, September 12, 2016
- [“Surrounded by Silence, Guilford College President Finds her Voice,”](#) Jeremy Markovich, *Our State* magazine, September 2015, pp, 108-115
- “New Guilford president: [College must do a few things splendidly](#),” John Newsom, *News and Record*, August 27, 2015
- Interview for UNC TV’s [North Carolina Now](#), segment (halfway in) on Guilford College, October 9, 2014
- Interviewed by Neil McNeill on a [Newsmaker Interview](#) about Guilford College, WGHP-TV FOX8, September 30, 2014
- [Guilford’s Strong, Dedicated Voice](#), a Q&A with Guilford College President Jane Fernandes, *News & Record*, August 24, 2014

- [“Once Spurned, Provost Prepares to Lead Another College.”](#) Peter Monaghan, *Chronicle of Higher Education*, May 19, 2014
- [“Jane K. Fernandes: An Interview.”](#) Susan Boswell, *The ASHA Leader*, January 1, 2007.

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CURRENT APPOINTMENT

President [on sabbatical through June 2021]

2014 – present

Guilford College

Tenured Professor of English

Strategically repositioned Guilford College within the state and regional liberal arts education environment. Achieved positive enrollment growth from the Guilford Edge, a four-year experience wherein every Guilford College student engages in collaborative, team-based learning, a developmentally progressive and integrated career networking channel, a campus experience that routinely celebrates community, and interaction with ethical leaders and leadership. Provided inspiration and vision in engaging others, both internally and externally, in the mission of Guilford College across North Carolina and regionally. Crafted an ecosystem designed to ensure the curriculum, professional development, policies, co-curricular programs, and practices supported transformative inclusion throughout campus. Attracted more students of color to the school than in its history. And BIPOC students assumed more visible leadership roles on campus. Achieved successful fundraising results through a demonstrated passion for Guilford’s values, strong interpersonal skills, and a drive to secure major gifts. Communicated openly and directly with all Guilford’s constituencies, addressing complex and sensitive issues inclusively and in a timely manner. Articulated, developed, and resourced an organizational structure supporting a future vision of the institution that sustains its mission and appeals to a new generation of students.

Accomplishments

Strategic Priority Highlights

- Led the development of Strategic Priorities to guide Guilford College from 2014 through 2022, including meeting with institutional constituents to affirm our shared mission and vision for aligning our work and reframing the student experience. Directed the implementation of the priorities and defined metrics. Shared plan outcomes transparently.
- Identified enrollment as the College's highest strategic priority and made enrollment everyone's responsibility.
- Fostered and encouraged development of an innovative Master’s degree in Criminal Justice culminating in Board of Trustees approval and opening a path to new student enrollment.
- Strengthened the Information Technology Department to improve client services and increase presence in on-line instruction. Offered hybrid on-line-in-person courses throughout the year.
- Convened a Compensation Committee to ensure that needed employee compensation improvements reflected Guilford’s values and priorities. Employees now have salary targets that are indexed to the market, and are an average of 12% away from their targets, a significant improvement for Guilford.
- Designed and implemented a fully integrated awareness and image-building plan directed to current and future students, their parents, and other key adult professionals.

The Guilford Edge Initiatives

- Engaged in understanding the challenges that the College faced, identified means of improving the College's position and appeal, and developed strategies to enable the College to reach its enrollment goals.
- Appointed work teams of faculty and staff to research, review, prepare, and deliver a preliminary paper to reposition the College. The paper outlined four Guilford Edge initiatives for the Board of Trustees's review. We received the Board's endorsement to:
 1. Provide a multidisciplinary, hands-on, collaborative, liberal arts education focused on real-world problems and addressing issues about which students are passionate.
 2. Deliver the experience so that students' academic and co-curricular pursuits and their interactions with career advisors and mentors guided them in a highly coordinated way through an exploration of their interests, identification of their goals, and plans for their post-college success.
 3. Invigorate student life and foster a collaborative, community-oriented and open campus culture.
 4. Offer a program which cultivates and develops ethically and socially responsible leaders who are a force for positive change.
- Planned, implemented and delivered the [Guilford Edge](#) to strategically reposition the institution and draw students from outside the pool of expected recruits.
 - ***In its first year (recruiting for Fall 2019), during a nationwide decrease in higher education enrollment, the Edge produced an 8% increase in new students from a wider geographic area, a 6% gain in first-to-second year retention, and the College's highest average GPA for fall semester classes since 2015.***

Academics and Accreditation

- Authorized new academic programs: M.S., Criminal Justice; B.S., Sustainable Food Systems; B.A., User Experience and Design; B.S. CyberSecurity; and Minor: Forced Migration and Resettlement in conjunction with Every Campus a Refuge (ECAR).
- Invested in the experience of transfer students, expanding internal capacity and creating powerful external alliances with community colleges. ***Transfer student enrollment doubled as the Edge was implemented and new majors were launched.***
- Achieved successful decennial reaffirmation of accreditation by the Southern Association of Colleges and Schools-Commission on Colleges with approval of the Quality Enhancement Plan: Speak Up! Gained SACS-COC approval of a level change in 2018.

Diversity, Equity and Inclusion

- Established an inaugural Diversity, Equity & Inclusion vice president to ensure that the administration considered and helped to further the College's culture of inclusion and community at the highest decision-making level.
- Conducted a Campus Climate for Diversity survey to learn more about the College's challenges and opportunities in supporting all students. Responded institutionally with a diversity strategic plan.
- ***Hired and retained a significantly higher percentage of faculty and staff from diverse racial and ethnic backgrounds than liberal arts peers across the country, by as much as double. Enrolled 49% racially and ethnically diverse students.***
- Undertook a comprehensive review of Title IX, looking more closely at race and gender equity, especially in Athletics, and enhanced awareness, training, and education in the handling of sexual harassment and sexual assault reports.

- Increased participation in womens' sports: rugby, triathlon, tennis, and swimming.
- Sponsored College-specific anti-racism, anti-oppression education and development for faculty, staff, and students.
- Selected twice by Campus Pride *Best of the Best* for institutional support and exemplary commitment to LGBTQ-inclusion in policy, program and practice.

Significant Fundraising Success

- Assumed leadership in creating fundraising momentum through 2019-2020 for the Guilford Edge initiatives and raised \$8.4 million, the most raised by the College in more than 12 years.
- Secured the single largest gift (\$8 million) to the College by an individual alumnus.
- Secured a six-figure grant from The Mellon Foundation supporting general education reform.
- Identified and received three six-figure gifts from private foundations to support Edge initiatives.
- Oversaw endowment growth from \$60 million to \$86.2 million during my tenure.
- Led successive years of raising the most cash (Annual Fund) in the College's history.
- Secured 100% trustee participation in annual giving and greater levels of generosity.
- Won a seven-figure federal grant to support at-risk students, the largest in the College's history.

Facilities Stewardship

- Provided vision and leadership for an overdue campus facility update, including two successful bond issuances, facilities fundraising, and acquisition of local property.
- Through an innovative college-business partnership, developed and implemented a new design and construction process to clarify the College's vision and intentions for each building project.
- Focused on building restoration, using materials already available rather than wholesale renovation, conserving College funds and emphasizing core values of stewardship and community.

Strengthened Governance

- Shifted Board governance practices from a consent/working board model to a generative leadership model enabling members to actively engage their purpose and function. Collaborated to restructure committees and boost Guilford's efforts to be more nimble.
- The College Policy Committee created a [Policy Library](#) to facilitate strong collegial shared governance. The Policy Committee reviews proposed new policies, seeks feedback from campus constituents and recommends the President's and board's approval.
- Conducted a Campus Cultural Assessment. Held campus conversations on decision-making and convened a Leadership Coalition composed of Board, Cabinet, faculty, staff, students, alumni, and community partners to address institutional health and integrity.

Advanced the College Profile

- Became a founding member of the Presidents' Alliance on Higher Education and Immigration (2017). Advocated for a bipartisan Congressionally approved path to citizenship for DACA students. Joined other colleges and universities as a signatory on amicus briefs supporting legal actions harmful to international and immigrant students.
- Arranged meetings with North Carolina legislators along with a Guilford Dreamer to advocate for a bipartisan pathway to citizenship for DACA individuals.
- Achieved victory in a federal lawsuit on behalf of international students at Guilford College and throughout the nation. For almost two years, Guilford, the lead plaintiff, and its co-plaintiffs fought a U.S. government regulatory change that could have barred international students from the U.S. for lengthy periods. After achieving preliminary injunctions blocking enforcement of the policy, the government decided to drop its appeal. Guilford, on a pro bono basis, won a quiet victory for the rights of international students on campus and on all campuses throughout the nation.

- Authorized development and implementation of Every Campus a Refuge (ECAR) in concept and process, a hospitality program offering short-term housing on campus to new refugees and their families. By partnering with Church World Service since 2016, ECAR at Guilford has hosted 53 refugees, 29 children between the ages of 10 months and 17 years. Faculty initiated a minor in Forced Migration and Resettlement that grew out of ECAR.
- Enhanced the Guilford College Bryan Series lectures and attracted 2,306 subscribers.
- Held national meetings (e.g., Friends Association of Higher Education), social justice conferences (e.g., National Deaf Women of Color), and other events on campus.
- Made a myriad of invited presentations and granted media interviews at local, state, national, and international venues. Engaged College constituencies in person and through social media accounts to broaden the lens through which the world understands Guilford and its contributions beyond campus.
- Presented at state, regional, and national meetings such as the Council of Independent Colleges and Universities, NAFSA, the Association of International Educators, and other organizations. (See complete list within this document).

Created Community Partnerships

- Envisioned and implemented partnerships with high schools, graduate schools, and local business and industry to create innovative, affordable, and accessible pathways from high school to college and graduate school.
- Designed an accelerated pathway to a Juris Doctor from Elon University combining the last year of Guilford with the first year of law school.
- Partnered with Guilford County Schools to enable qualified public high school students to earn up to two years of college credit through The Early College program at Guilford. (Successful students leave high school with two years of college completion, conserving college tuition and fees. The Early College ranks as #1 of high schools in North Carolina and #4 of STEM high schools nationally).
- Supported accessible and affordable higher education through a partnership with [Say Yes to Education](#).
- Sponsored summer educational programs supporting Guilford's mission, such as the "Alice Programming Workshop for Girls" and the Eastern Music Festival. Made college credit available to qualified students.
- Entered agreements with private high schools to enable qualified domestic and international students to earn college credits.
- Authorized an exchange program with Ritman University (RU), Ikot Epenne, Akwa Ibom State, Nigeria, by arrangement with the RU Premier Vice Chancellor Celestine A. Ntuen, 2015.
- Entered an agreement with the International Sustainable Development Studies Institute (ISDSI) in Chiang Mai, Thailand, allowing students to earn Guilford College credit for work at ISDSI, 2015.
- Sought and found community partners to enhance the Guilford Edge's focus on career exploration, interviewing skills, job shadowing, fellowships, and internships.
- Oversaw Advancement creating a robust volunteer model for episodic, short-term, and long-term volunteering by alumni and parents in such areas as event planning, hosting, philanthropy, and social media ambassadorship.
- Contracted with the University of North Carolina for IT remote system administration services and saved salary and benefit costs.
- Partnered with local hotel and restaurant owners to develop and implement a new design and construction process to clarify the College's vision and intentions for each building project.

Led Strong Financial Management

- Resolved a \$5 million budget shortfall leading into 2014, my first year.
- Managed the abrupt loss of North Carolina state aid for adult students and a significant enrollment loss.
- Annually, after the first year, reached a balanced budget during difficult enrollment years; ended with more cash than budgeted in three out of six years.
- Identified ways to move beyond the daunting challenge of variable-rate debt and letters of credit, in favor of adopting long-term, fixed-rate debt.
- Maintained the investment-grade BBB bond rating necessary to invest in the Guilford Edge initiatives, technology upgrades, and building restorations.
- Complied with the College's debt policy and bond covenants.

Managed Pandemic Crisis

- Formulated and implemented a COVID-19 Response and Plan, March 2020 to July 31, 2020.
- Convened a College Public Health and Safety Task Force and assigned leadership to the Public Safety Director.
- Managed the closure of campus in March, the successful pivot to remote learning, communications to campus, students, parents, and benefactors, refunds for room and board, and CARES Act funding as directed by the U.S. Department of Education.
- Made the difficult decision to furlough some employees to maintain fiscal integrity and a balanced budget through this unprecedented time.
- Developed a reopening plan for fall semester 2020, including options for safe learning environments, stringent mask requirements, regular COVID-19 testing, contact tracing, rules for socially distant classrooms and residence hall living arrangements, and quarantine on campus, as needed.
- Secured a \$4.5 million grant from the Small Business Administration Payroll Protection Program to cover payroll costs and other expenses.
- Ended 2019-2020 in the black. Achieved a balanced budget, clean audit, full compliance with bond covenants, and a \$3M operating surplus due to higher-than-projected enrollment.

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PREVIOUS APPOINTMENTS

Provost and Vice Chancellor for Academic Affairs

2008 – 2014

The University of North Carolina at Asheville, Asheville, NC

Tenured Full Professor, Education

Actively engaged the campus community in implementing the Chancellor's new strategic plan and assured that academic planning aligned with it. Highlighted and promoted UNC Asheville's commitment to engaged teaching and learning within the national public liberal arts environment. Inspired faculty and staff with competence and passion for providing students the highest quality liberal arts education. Enrolled and retained higher numbers of well-qualified and diverse students. Represented the University to a wide range of audiences, both on and off campus. Designed experiences with community partners enabling students to apply liberal arts learning to community issues. Leveraged fundraising and grant writing to improve support for UNC Asheville's academic programs and student scholarships. Communicated transparently to all stakeholders essential and sensitive information, especially when there was disagreement. Used these opportunities to find our commonalities and the threads of agreement upon which to build a community of inclusive excellence that sustains and strengthens UNC Asheville's mission to graduate students who lead productive and fully engaged lives.

Accomplishments

Engaged Teaching, Research, and Learning

- Approved a proposal to count undergraduate research as teaching, thereby enabling faculty to receive formal credit for mentoring distinctive undergraduate scholarship and students to be recognized for their work's progressive nature.
- Provided leadership and guidance in the Appalachian College Association's successful undergraduate research proposal to the Andrew F. Mellon Foundation.
- Guided the Ramsey Library, in partnership with the University Librarian, to transform its work by adopting emerging technologies and models for operations and teaching and learning programs. Developed master plans for a comprehensive reorganization of the Library as an academic enterprise, including re-envisioning the use of space to include a student digital media laboratory.
- Created a new award recognizing faculty for community-engaged partnerships, action research, and projects.
- Inaugurated the Community Engaged Scholar award to recognize at commencement a student who has connected academic knowledge with real-world applications in an exemplary manner.
- Initiated work that would lead to a Carnegie community-engaged classification, which it subsequently did.

A Culture of Evidence

- Convened faculty and staff to enter a challenging conversation about the importance of valid measurements of institutional effectiveness and student learning, especially in a climate of public uncertainty about the value of the liberal arts.
- Fostered a consensus around the need for a culture of evidence, which led to the eventual integration of assessment, planning, and budgeting in Academic Affairs.
- Welcomed students, faculty, and staff into the development, approval, and implementation of the University's first-ever Student Learning Outcomes (SLOs).
- Developed a dynamic university-wide institutional effectiveness system to measure progress on SLOs and Strategic Plan goals. Worked with faculty to create an Institutional Effectiveness office and hired a director to assume responsibility for university-wide assessment work. Used assessment results to make program enhancements regularly.

Academics and Accreditation

- Personally crafted and wrote annual letters of evaluation to every faculty member to express appreciation for their work, show familiarity with their teaching, scholarship, and service and offer sources of assistance and suggestions for collaboration.
- Co-led with the Chair of the Faculty Senate a task force to examine and transform the curriculum to achieve sustainability and focus on our distinctions.
- Co-led with a member of the faculty a comprehensive review of Tenure and Reward Systems designed to clarify the value of "engagement" in faculty work.
- Initiated a UNC Asheville-endorsed online video lecture series by national and international leaders on global challenges and opportunities integral to our liberal arts interdisciplinary curriculum.
- Authorized and approved Study Abroad programs in Ghana, China, and India and strengthened the International Studies major and the Asian Studies and Africana Studies minors.
- With support from an NEH grant, developed a successful Asian Studies minor in Chinese Language and Culture.

- In a climate of rigorous review, advocated successfully to the University of North Carolina Board of Governors to approve proposals to establish a B.A. in Anthropology, a B.A. in Art History, and a B.F.A. in Jazz and Contemporary Music.
- With faculty leadership, developed a certificate program in Climate Change and Society (CCS), and a CCS concentration within the Masters of Liberal Arts degree.
- Strengthened interdisciplinary programs in Africana Studies and International Studies.
- Orchestrated the 2012 reaffirmation of accreditation from the Southern Association of Colleges and Schools - Commission on Colleges (SACS), including the Compliance Report and the Quality Enhancement Plan (QEP). SACS affirmed accreditation in December 2012 with no follow-up requirements.

Diversity and Inclusion

- Initiated a Diversity Action Council to coordinate efforts throughout the University of what had been, up until then, heroic acts of individuals committed to diversity.
- Created consensus on the definition of diversity at UNC Asheville.
- Assured the University's compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 through comprehensive planning and policy implementation.
- **Conducted a campus climate survey and responded institutionally to the findings, resulting in key improvements and increasing enrollment of students from diverse backgrounds (from 7.5% in FY 2008 to 13.7% in FY 2011).**
- **Spearheaded revisions in the faculty search process resulting in 50% of new tenure track faculty hires for 2011-2012 coming with a wider range of experiences and expertise.**
- Influenced UNC Asheville's decision to become an AVID (Advancing via Individual Determination) in Higher Education campus. Initiated a University fundraising campaign focused on a scholarship devoted to AVID first-generation college students.
- Provided guidance and leadership to the Center for Diversity Education, a separate 501(c)(3) hosted on our campus, which provides direct and indirect programming to over 20,000 students, teachers, and citizens throughout Western North Carolina through exhibits, roadshows, a lending library, and staff development opportunities.

Enrollment Management, Communications, and Branding

- Approved a report and recommendations to enable a gradual transformation of the Admissions Office policies, procedures, and approaches to better highlight the distinctiveness of UNC Asheville's educational experience.
- Enhanced communication and branding efforts emanating from the Admissions Office.
- Increased the academic profile and diversity of incoming students by raising public awareness of UNC Asheville, its Honors Program, and generated new interest from future students and families. Higher numbers of well-qualified and diverse students applied, enrolled and were retained annually.

Community Partnerships

- Elevated the Career Center organizationally, bringing it closer to the Provost and signaling its importance to our graduates and the public's understanding of the value of liberal arts education.
- Oversaw an innovative university-community partnership with Mission Hospital Systems wherein graduates from various liberal arts majors were hired directly into hospital professions.
- Relocated UNC Asheville's National Environmental Modeling and Analysis Center (NEMAC) to downtown Asheville, demonstrating that Asheville is a "university without walls."

- Guided the Asheville Graduate Center in meeting the workforce development needs of Western North Carolina.
- Headed the effort to establish the UNC Chapel Hill-Eshelman School of Pharmacy satellite program on the UNC Asheville campus.
- Teamed with The Martin Luther King, Jr. Association to sponsor the annual Martin Luther King, Jr. Youth Leadership Award and fundraised for an associated scholarship.
- Served on the Chancellor's School-Community Task Force charged with making recommendations for strengthening UNC Asheville's partnerships with local schools, businesses, and the greater community.

Grant Writing

- Deepened the research and service culture. The Office of Sponsored Scholarship and Programs funded grants increased from \$1.7 million in FY 2009 to over \$3 million in FY 2011.
- Received a six-figure Gear Up grant to support students who are typically excluded from higher education over seven years.
- Teamed with Advancement and Student Affairs to become the first North Carolina college designated as an AVID for Higher Education campus. Received three five-figure grants to support first-generation college student programming.
- Provided insight and direction to the Dean in the University's application for National Science Foundation Scholarships in Science, Technology, Engineering and Mathematics (S-STEM), resulting in a six-figure grant for future Chemistry majors. Received an additional six-figure grant in support of Atmospheric Sciences and Computer Science Departments scholarships.
- Facilitated the University's successful proposal to the National Science Foundation for a six-figure STEP grant in support of Chemistry and Environmental Studies majors.
- Nurtured development of the University's successful three-year curriculum development initiative funded by a Title VI grant from the U.S. Department of Education and directed by the Asian Studies Development Program at the East-West Center, the University of Hawai'i at Mānoa.

University Advancement

- Worked with the Dean to cultivate an individual gift to construct an Observatory and Astronomy Lab for the Physics Department. Oversaw all phases of the process to complete the gift, construct the building, and purchase and mount the telescopes.
- Teamed with the Chancellor to ask for gifts and establish three endowed distinguished professorships for \$1 million each in Honors Arts and Sciences, Chemical and Molecular Biology, and Interdisciplinary Teaching and Learning: Studies of the Mountain South.

Facilities Stewardship

- In partnership with Deans and Finance and Operations staff, oversaw and funded significant renovations in Academic Affairs to create a OneStop academic support center. The purpose of OneStop was to effect substantial improvements in Admissions and Financial Aid, the Humanities Lecture Hall, a performing arts auditorium, and the Health & Wellness department faculty offices.
- Shepherded a \$9 million renovation of the Natural Sciences facilities focusing on six Academic Departments, two Centers, and other programs such as Distance Learning Services, and the Development Office.

University Committee Leadership

Presiding Officer, in the absence of the Chancellor

Staff Support, Board of Trustees: Academic Affairs Committee

Member, Chief Academic Officers, University of North Carolina General Administration

Senior Fellow

2007 – 2011

Johnnetta B. Cole Global Diversity and Inclusion Institute

Bennett College for Women, Greensboro, North Carolina

- Worked in partnership with the management team and other advisers, consultants, and supporters to develop the concept of *inclusive excellence* where all kinds of students are embraced and educated to their full potential.
- Collaborated on projects to enhance the Institute's capacity to influence education, public awareness, and public policy on issues of diversity and inclusion in the workplace

Provost, Academic Affairs

2000 – 2006

Tenured Full Professor, American Sign Language & Deaf Studies

Gallaudet University, Washington, District of Columbia

Embraced the University's mission to provide bilingual higher education for deaf, hard of hearing, deaf-blind students and hearing students. Promoted Gallaudet's historical success and high standards for deaf leadership regionally, nationally, and internationally. Valued undergraduate and graduate education equally. Increased graduate student enrollment and degrees. Adopted the national honors standard of positioning Honors to lead the University's academic culture, curriculum, and pedagogy and serve as a symbol of Gallaudet's high standards for deaf leadership to inside and outside audiences. Worked toward inclusive excellence and developed a strategic plan. With integrity and authenticity, served as the chief spokesperson for the University during times of both stability and turmoil. Successfully navigated bipartisan relationships with U.S. Senators, Representatives, and high-level federal government officials serving on Gallaudet boards and providing federal oversight of the University. Played a leadership role in successful fundraising for two campaigns and acquiring major gifts through a passionate commitment to Gallaudet's mission and a fervent desire to assure its continued success.

Accomplishments

Shared Governance

- Oversaw the development of the strategic plan, *New Directions for Academic Affairs*, renewing commitment to academic quality and rigor, redefining liberal education for the 21st century, attracting and insuring the success of a diverse student body, strengthening the University's position as a global educational and cultural center, and valuing and promoting undergraduate and graduate education equally.
- Affirmed and strengthened liberal arts education as the philosophy underpinning all graduate and undergraduate education, including professional programs.
- Led the development of two diversity strategic goals.
- Provided guidance to a sub-committee of Diversity Leadership Fellows who met with over 500 institutional constituents to develop a shared vision of an inclusive future to guide our academic work.
- Ensured transparent participation of all faculty, teachers, staff and students in drafting and reviewing the plan. Convened 100 faculty and staff in strategic conversations about big issues of

institutional purpose, direction, and collective vision.

- In collaboration with the National Deaf Education Center, developed the first coordinated strategic approach to managing and leading diversity in the University's history. Ensured opportunities for all to review the draft before Board approval. The plan called for Gallaudet to (1) become an inclusive deaf university in all aspects of its operations, academic, and community life and (2) promote an environment wherein every community member is included, valued, and respected. The President's Council approved the plan, and the Board of Trustees endorsed it.

Honors Program

- Elevated Honors organizationally, having it report directly to the Provost and signaling its central importance to academic life at Gallaudet. Secured a grant from Andrew F. Mellon Foundation to initiate faculty and curriculum development in interdisciplinarity. Profoundly transformed teaching and learning which continues today.
- Provided funding and release time to support Honors faculty engaged in interdisciplinary teaching and learning. Their new interdisciplinary courses created a pod of enthusiasm that spread and profoundly transformed teaching and learning at Gallaudet University. Bringing together disciplinary contributions to the study of diverse deaf, hard of hearing, and deaf-blind people allowed us a broader and deeper understanding of the ways our lives intersect in complex ways.
- Collaborating with faculty and Honors leadership, significantly expanded and strengthened the Honors program for undergraduates by adding a capstone thesis requirement, initiating a regular assessment of student progress and outcomes, and implementing a summer faculty institute on interdisciplinary studies.

Graduate and Professional Studies and Training

- Through strategic planning, positioned graduate studies as equally important as undergraduate studies to the University.
- Oversaw, fostered and encouraged development of eight new graduate degrees culminating in Board of Trustees' approval, along with credit and non-credit certificate program offerings, through Professional Studies and Training and the Gallaudet Leadership Institute.

Institutional Advancement

- Led and participated in a \$30 million comprehensive campaign and raised \$39.9 million—\$9 million over the goal. Developed relationships with foundations and individuals who support higher education and received many substantial gifts to support the I. King Jordan Student Academic Center, funding for three faculty endowed chairs, and support for student scholarships and academic programs.
- Played a leadership role in a mini-capital campaign to raise \$28 million to construct the Sorenson Language and Communication Center, an interdisciplinary building with an innovative visually-centered architecture. Personal efforts resulted in a \$2 million gift from the Sherman Fairchild Foundation, a \$500,000 gift from an individual donor, and a \$1 million gift from the Sorenson Family Legacy Foundation.
- Created the World Deaf Leadership scholarship to provide full annual funding for deaf students from a developing country with a \$3 million gift from the Nippon Foundation.
- Secured two grants totalling \$500,000 from the Andrew F. Mellon Foundation for developing interdisciplinary curriculum and online teaching and learning programs.

- Tripled the dollar amount of research grants awarded to the University. Personally appealed to the National Science Foundation (NSF) for Gallaudet's successful proposal of a five-year \$23 million Science of Learning grant. Responded to the NSF director's inquiries regarding the University's readiness to fulfill rigorous scientific grant proposal requirements.
- Networked regularly with and made effective presentations to the Gallaudet University Board of Associates, a group of influential people in business, education, industry, and government serving as the university's champions within the general community.
- Participated in a Kellogg Foundation major gift proposal supporting the Gallaudet University Kellogg Conference Center. Raised additional funds through the Gallaudet Board of Associates and hosted individuals from corporations and foundations. Oversaw successful development of the Gallaudet University Mental Health Center, which was pivotal to Kellogg's support of the building.
- Sponsored by the National Basketball Association, Republican and Democratic members of Congress played each other on campus and brought many congressional staff with them.
- Oversaw and led *NBA Reads*, a reading clinic at the Kendall Demonstration Elementary School with many former NBA players reading books to deaf students. Included basketball skills demonstration and practice sessions for elementary school students and strengthened relationships between Gallaudet and the Greater Washington community.

Crisis Management

- Directed the University's comprehensive response to several significant crises, including the murder of two first-year students on campus and the subsequent arrest and conviction of a third freshman.
- Led response to other local/national emergencies, including the anthrax incident in the nearby Brentwood Post Office, the DC-Metro area random sniper shootings, and the 9/11 attacks.
- Facilitated the process for developing comprehensive university crisis management policies and procedures and distributed an emergency preparedness handbook to all members of the campus community.

Facilities Stewardship

- Shepherded the development, design, and budget of a \$30 million interdisciplinary studies building ultimately named the Sorenson Language and Communication Center. Facilitated consensus on the development of the building's new visually centered architecture and interdisciplinary teaching, research, and service mission.
- Stewarded STEM facilities by securing an additional appropriation of \$1.2 million annually in federal funds to support the construction and operation of a Biology and Genetics research lab in the Hall Memorial Building.

New Student Admission

- Within the context of increasing competition from other colleges and universities for a small pool of deaf students (many of whom are not well prepared for higher education), we carefully constructed an enrollment plan during my tenure as provost. In 2005, Gallaudet enrolled the largest and most academically qualified undergraduate class in the University's history and retained an all-time high number of first-year students. This became a benchmark for new student admission and a catalyst of confidence in the future.

University Committee Leadership

Presiding Officer, in the absence of the President

Staff Support, Board of Trustees: Academic Affairs Committee, National Deaf Education Committee, and Student Affairs Committee

Chair, Crisis Management Team

Member, Chief Academic Officers, District of Columbia Consortium of Universities

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Vice President

1995 – 2000

Laurent Clerc National Deaf Education Center

Gallaudet University, Washington, District of Columbia

Served as The Laurent Clerc National Deaf Education Center's chief academic officer, including the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (and its residence halls). Charged by the Education of the Deaf Act amendments to strengthen the students' educational programming on-site and to develop, evaluate and disseminate innovative curricula and materials throughout the nation.

Accomplishments

Academic Programs

- Upon advice of the Assistant Secretary of Education, led the racial integration of students and programs at the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf.
- Provided broad oversight of research into bilingual American Sign Language-English education for deaf, hard of hearing, and deaf-blind students.

National Deaf Education Center Programs - Strategic Planning

- Through a broadly inclusive process and a thorough review of data on student demographics and achievement, developed and disseminated *The National Mission Plan* to bring the demonstration elementary and secondary schools into compliance with new amendments to the federal law authorizing them.
- Focused on three research and demonstration priorities: *literacy* for all deaf children; the *transition* from high school to postsecondary education, work, and careers; and *family involvement* in the life of a deaf child. Led development and evaluation of multiple projects, including the nationally acclaimed *Shared Reading Project*, *Family Math Project*, *Decision Maker*, and *The Nine Areas of Literacy* books and videos.
- Led restructuring of the Clerc Center's human, material, and financial resources to focus programming at the two demonstration schools on the three new priorities and expand the scope of services from local to national. Redesigned the organization's website to focus on delivering critical information to external audiences.
- Launched an innovative project management system for working collaboratively with all schools and programs in the nation. In 1998, 41 schools had adopted the projects. By 2006, a total of 535 schools throughout the United States had adopted the Center's innovative curricula, materials, and programs.

- In 1999, initiated planning for a Cochlear Implant Education Center at the Laurent Clerc Center. The Center was established in 2000 to develop, evaluate, and disseminate inclusive practices in deaf academic excellence.
- Created [Odyssey](#), a well-respected magazine for deaf education professionals, and developed a mechanism to provide teacher professional development institutes all over the nation. Provided teaching toolkits, materials, videos, strategies and research to support teachers of deaf, hard of hearing, and deaf-blind students.
- Hosted educational leaders of national and international prominence seeking research and evaluation into best practices for educating deaf, hard of hearing, and deaf-blind students.

Clerc National Deaf Education Committee Leadership

Staff Support, Board of Trustees: National Deaf Education Committee

Chair, National Mission Planning Task Force

Chair, President's Task Force on Hispanic-Latino Students

Member, Crisis Management Team

Director, Hawai'i Center for the Deaf and the Blind

1990 – 1995

Responsible for transforming a specialized school into a resource center serving students throughout the State of Hawai'i and the Pacific Basin. Hired to strengthen students' educational programming on-site and establish statewide evaluation and technical assistance teams.

Accomplishments

Statewide Education Programs ~ Strategic Planning

- Developed, in partnership with key constituent groups, *In Search of a Brighter Tomorrow*, a five-year strategic plan to build a promising future of educational quality for deaf, blind,, and deaf-blind students throughout Hawai'i and the Pacific Basin. The Hawai'i State Board of Education approved the plan.
- Began a comprehensive teacher and staff development program to ensure understanding of best practices in teaching and learning. School enrollment increased ten-fold.
- Established a new preschool modeled on best teaching and learning practices and reformed school curriculum to center on literacy development in all grades and at all age levels. Instituted theme-based instruction.
- Began annual *Family Learning Vacations* to help families with deaf, blind, and deaf-blind children better meet their needs and include them in family life. Sought and received grants and donations in support of educating families.
- Started an early *Shared Reading Project* to teach hearing parents how to read aloud to their deaf children. Sought and received grants and donations to support literacy development.
- Initiated outreach to the Pacific Basin through professional development provided to the Guam Department of Education.

Coordinator and Instructor II

1988 – 1990

Interpreter Education Program

Kapi'olani Community College ~ University of Hawai'i at Mānoa
Honolulu, Hawai'i

Coordinator and instructor hired to develop a two-year curriculum to teach hearing people to become American Sign Language/English interpreters. Taught ASL Skill Building, ASL-English

Interpretation I – IV, Deaf Culture, Deaf History, Creative Visualization, ASL Classifiers, and Introduction to Deaf Education.

Accomplishments

- Established an environment at Kapi'olani Community College and the University of Hawai'i at Mānoa wherein American Sign Language satisfied the foreign language requirement.
- Promoted understanding statewide that Hawaiian Sign Language is the language of indigenous island people and is separate from American Sign Language.
- Worked with state and local government agencies and the State Legislature to establish a climate and system (rules, rates of pay, ethics) wherein Sign Language interpreters could be gainfully employed.
- Developed curriculum and conducted comprehensive training for Telephone Relay assistants at GTE Hawaiian Telephone Company: "Learning the Art of Cross-Cultural Mediation" 1989.
- As the recipient of a subcontract from Interpreter Training Grant 84.160A from the U. S. Department of Education and The University of Arizona, conducted a series of three-day workshops on the islands of Maui, Kaua'i, and Hawai'i: "ASL/English Skill Building: Attitude, Ethics, Skills, and Professionalism," 1989.
- Developed and co-taught (with Ms. Barbara Pretty) in-service programs to improve the American Sign Language fluency of educational assistants working in public schools in the State of Hawai'i, 1988-89. Provided outreach to all Hawaiian Islands.

Chair and Assistant Professor

1988

Department of Sign Communication

Gallaudet University, Washington, District of Columbia

- Taught American Sign Language I – VI.
- Managed a large university service department.

Acting Director and Visiting Assistant Professor

1986 – 1987

American Sign Language Program

Northeastern University, Boston, Massachusetts

- Managed department business. Taught American Sign Language I–VI, Deaf History, and American Sign Language literature.
- Developed and proposed tenure policies for faculty in the American Sign Language Program that were subsequently adopted.

COMMUNITY SERVICE HIGHLIGHTS

National Organizations

- President's Alliance on Higher Education and Immigration, Founding Member, 2017 and Steering Committee, Washington, DC, 2017-present
- Friends Council on Education, a Quaker School organization, Board of Directors, Philadelphia, PA, 2016-present
- IFB Solutions (Industries for the Blind), Board of Trustees, Winston-Salem, NC, 2018-present

- Pendle Hill (a Quaker study retreat and conference center), Board of Directors, Education Committee Clerk, Wallingford, PA, 2018-present
- Bonner Foundation, Advisory Council, Princeton, NJ, 2018-2020
- Springboard Foundation, New Jersey, Board of Directors, 2015
- National Deaf Education Project, Advisory Board, San Anselmo, CA, 1997-2006
- National Organization on Disability, Emergency Preparedness Initiative and Special Needs Conference Advisory Board, Washington, DC, 2004
- U.S. Secret Service, Emergency Preparedness Program, Consultant, Washington, DC, 2004

Held National and State Convenings

- Eastern Music Festival, Summer Study, month-long in residence, 2014-present
- Soy Un Líder, insights into access to affordable higher education for DACA students in North Carolina, 2014-present
- “Alice Programming Workshop for Girls,” summer technology camp, 2014-2018
- National Deaf Women of Color, Guilford College, Greensboro, NC, 2017
- National Friends Association of Higher Education, Guilford College, Greensboro, NC, 2016

State and Local Organizations

- Emory and Henry College, Board of Trustees, Emory, VA, 2020-present
- North Carolina Campus Compact, Board of Directors, NC, 2018-2020
- North Carolina Independent Colleges and Universities, 2014-2020; Executive Committee, 2016-2020
- Union Square Campus, Inc., a higher education collaborative facility, Board of Directors, Greensboro, NC, 2016-2019
- Action Greensboro, Advisory Board, 2014-2020
- Center for Diversity Education, Board of Directors, Asheville, North Carolina, 2011-2014
- Building Bridges of Asheville, co-facilitator, building understanding between Black and White People, 2009-2014
- Martin Luther King, Jr. Association of Asheville and Buncombe County, Inc.,
 - Board of Directors (2009-2014)
 - Association Secretary (2009-2013)
 - Youth Leadership and Scholarship Committee, chair (2009-2013)
- Hawai'i Commission on Persons with Disabilities (appointed by Governor)
 - Member, 1988-1995, elected chairperson, 1993-1995
 - Member of executive and legislative committees, 1988-1995
- Goodwill Industries of Honolulu, Inc., Board of Directors 1992-1995
- Hawai'i Services on Deafness, Board of Directors 1998-1995
- Aloha State Association of the Deaf, Board of Directors, 1991-1993
- Hawai'i State Registry of Interpreters for the Deaf, Board of Directors, Vice President (1988) and President (1989)
- Iowa Association of the Deaf, Board of Directors and Secretary of the Board, 1986

Service to the Profession

- Off-site reviewer, Southern Association of Colleges and Schools, Commission on Colleges, 2018-present

- *Journal of Deaf Studies and Deaf Education*, Oxford University Press, Blind Peer Reviewer in Deaf Studies, 2010-present
- American Sign Language Program, Advisory Board, The University of Iowa, Iowa City, Iowa Women's Leadership Training Institute, Advisory Board, Gallaudet University, Washington, DC, 2005-2007
- *American Annals of the Deaf*, Joint Executive Committee 2005-2007
- Potomac Regional Educational Partnership (PREP), by invitation of Senator James Jeffords, Steering Committee, 1998-2000
- *Perspectives in Education and Deafness*, Editorial Review Board member, Pre-College Programs, Gallaudet University, 1994-1997

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AWARDS and HONORS

- 2019 **Recognized by North Carolina Campus Compact** for Every Campus a Refuge
- 2018 **Buzzfeed recognition** as a female leader in honor of International Women's Day
"Firsts in Higher Education," Mariah Bohanon and Ginger O'Donnell, [INSIGHT into Diversity](#),
 March 28, 2018
- 2017 **Tar Heel of the Week Award**, Marti Maguire,
"Guilford College's deaf president leads by listening," [News & Observer](#), April 13, 2017
- 2016 Sixth Annual **CARE Project Award** for Resilience, The CARE Project, Inc., North Carolina
Women of Achievement Award, Greater Federation of Women's Clubs, Inc., Atlantic Beach, North Carolina
- 2015 **Twenty Most Interesting Presidents**, The Best Schools
<https://thebestschools.org/features/most-interesting-college-presidents/>
- 2013 **Humanitarian Award**, Martin Luther King, Jr. Association of Asheville and Buncombe County
- 2006 **Certificate of Appreciation**, Black Deaf Student Union, Gallaudet University
- 2001 **Alumni Fellow**, College of Liberal Arts and Sciences, University of Iowa
- 1993 **Alice Cogswell Award**, Gallaudet University Alumni Association, Laurent Clerc Cultural Fund for the Cultural Advancement of the Deaf Community
- 1990 **Outstanding Women in Communications**, Hawai'i Headliners, Women in Communications, Inc.
- 1987 **Distinguished Service Award**, Iowa Association of the Deaf
- 1986 **Philip G. Hubbard Human Rights Award**, University of Iowa Committee on Human Rights
- 1984 **Graduate Fellowship**, Gallaudet University Alumni Association
International Deaf Woman of the Year, First Runner-up, Quota Club International
Miss Deaf America, Third Runner-up
- 1983 **Graduate Fellowship**, Gallaudet University Alumni Association
Stokoe Scholarship, National Association of the Deaf
Braverman Award, Iowa Foundation
Outstanding Disabled Student, Citizens' Committee
Miss Deaf Iowa, Iowa Association of the Deaf
- 1982 **Graduate Fellowship**, Gallaudet University Alumni Association
Rehabilitation Award, Kappa Kappa Gamma Fraternity
DeCairano Fencing Trophy, National Theatre of the Deaf
Miss Deaf Cedar Rapids Association of the Deaf
- 1981 **Rehabilitation Award**, Kappa Kappa Gamma Fraternity
Mallory Disability Award, Easter Seals Society of Iowa
Lucille A. Abt Honor Award, Alexander Graham Bell Association of the Deaf
- 1980 **Braverman Award**, Iowa Foundation
- 1978 **Comparative Literature Book Prize**, Trinity College, Hartford, Connecticut
Underwood Memorial Poetry Prize, Trinity College, Hartford, Connecticut

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SELECTED ADMINISTRATIVE REPORTS

- “The Guilford Edge: *History and Promise*,” Approved by the Guilford College Board of Trustees, 2017
- *Strategic Priorities* for Guilford College, Strategic Planning Oversight Committee, (with follow-up reports and dashboard), Approved by the Guilford College Board of Trustees, 2016
- *Towards an Inclusive Deaf University: Achieving Equitable Outcomes for All Students.* Implementation Plans for Gallaudet University Strategic Goals #1 and #5. Approved by the Board of Trustees. 2006
- *New Directions for Academic Affairs, a Strategic Plan for Gallaudet University.* Approved by the Board of Trustees, Gallaudet University, Washington, DC. 2005
- Gallaudet University *Annual Reports* to the U.S. Department of Education, 2001 – 2005.
- *Report and Recommendations from the President’s Task Force on Hispanic-Latino Deaf Students.* Approved by Gallaudet University President I. King Jordan. 2004
- *The National Mission Plan.* Approved by the Board of Trustees, Gallaudet University. 1997
- *In Search of a Brighter Tomorrow.* Approved by the Hawai’i State Board of Education. 1993
- *Guidelines to Educational Programs and Services.* Approved by the Hawai’i State Board of Education. 1992

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SELECTED ARTICLES and CHAPTERS

- Fernandes, J. K., and Shultz Myers, S. “Building Bridges” (draft title, to be published 2022), in Decolonizing Higher Education through Space, Place, and Culture, (Stephen, J. and Pipe, L., Eds. IGNITE
- Fernandes, J. K., Giles, H. “Sherry,” Lawrence, B.J., Hinson, J.E., & Morris, W. (2018). “Taking Away the Occasion for Violence, The Quaker Peace Testimony and Law Enforcement in the Justice and Policy Studies Department at Guilford College.” *JCScore*, 2(2), 102-133.
- Fernandes, J. K. (2015). “Of White and Hearing Privilege,” in “Every Day White People Confronting Racial and Social Injustice.” Eddie Moore, Jr., Marguerite W. Parks, and Ali Michaels, Eds. Stylus Publishing, LLC, Sterling, VA.
- Fernandes, J. K. (2011). “The Deaf Community is Diverse,” in “Social Issues Firsthand: People with Disabilities,” Greenhaven Press, pp. 87-90. (Reprint of Many Ways of Being Deaf. *Washington Post*, October 14, 2006, A-21.)
- Jane K. Fernandes, Shirley Shultz Myers, Inclusive Deaf Studies: Barriers and Pathways | The Journal of Deaf Studies and Deaf Education Volume 15, Issue 1, Winter 10, Pages 17-29. Translated into German. (2010). Deaf Studies ohne Ausgrenzung: Hindernisse und mögliche Wege, *Das Zeichen*, November, 86: 442-457.
- Shirley Shultz Myers, Jane K. Fernandes, Deaf Studies: A Critique of the Predominant U.S. Theoretical Direction | The Journal of Deaf Studies and Deaf Education, Volume 15, Issue 1, Winter 2010, Pages 30 - 49. Translated into German. (2010). Deaf Studies: Eine Kritik der in den USA vorherrschenden theoretischen Richtung, *Das Zeichen*, März, 87: 74-95.
- Fernandes, J. K., and Reilly, C. (2009). “Enriching society: Recognizing the indigenous sign languages and the skills of deaf people,” In Proceedings of the 1st World Congress on The Power of Language: Theory, Practice, and Performance.
- Bergey, J., Ennis, W., Fernandes, J., and Israel, M. (2007). Website content developer. Through Deaf Eyes. Public Broadcasting Service. Through Deaf Eyes. About the Film

- Fernandes, J. K. (2006). "[Many Ways of Being Deaf](#)," *Washington Post*, October 14, 2006, A-21.
- Fernandes, J.K. (2003). "Literacy: Pieces of a Successful Program," *Missouri Innovations in Education*, 31(1): 10-11.
- Fernandes, Jane K. (2003). "Keys to English Print," Guest Editor of a special volume of *Odyssey*, Winter. ([PDF](#)) [In Search of Keys to English Print | Jane K. Fernandes](#)
- Fernandes, J. K. (2000). "Literacy in a Nine-Piece Program: Applications at [Home](#)," *Odyssey*, Summer: 4-5.
- Fernandes, J. K. (2000). "Integrating [Cochlear Implant](#) Technology," *Odyssey*, Winter: 17-19.
- Fernandes, J. K. (2000). "From Dinosaurs to Light Bulbs: Collaboration for Progress in Education of Deaf and Hard of Hearing Students," *South Dakota Association of the Deaf News*, Winter: 24-26.
- Fernandes, J. K. (1999). "Literacy for Deaf Children: The Biggest Puzzle in Nine Important Pieces," *Perspectives in Education and Deafness*, Spring: 10-18.
- Fernandes, J. K. (1998). "Addressing the Gap between Research and Teaching Practice," *Bridging the Gap between Research and Practice in the Fields of Learning Disabilities and Deafness*. Markowicz, H., and Berdichevsky, C., Eds. Gallaudet University, Washington, DC: 189-192.
- Fernandes, J. K. (1997). *Deaf Education Today: A State of Emergency*. A Sharing Ideas Paper. Gallaudet University, Washington, DC.
- Fernandes, J. K. (1996-97). "Restructuring Deaf Education," *Preview*, Winter: 1-8.
- Fernandes, J. K. (1996). "A New National Mission," *Preview*, Spring: 1-8.
- Fernandes, J. K. (1995). "Reaching Out: An Interview with the New Vice President for Pre-College National Mission Programs," *Preview*, Fall: 1-4.
- Fernandes, J. J., and Fernandes, J.K. (1994). "Signs of Eloquence: Selections from Deaf American Public Address." *Readings in the Language, Culture, History, and Arts of Deaf People: Selected Papers from the Deaf Way Conference*, Erting, C, Johnson, R.C., Smith, D.L., and Snider, B.D., Eds. Gallaudet University Press, Washington, DC.
- Fernandes, J. J., and Fernandes J. K. (1992). "The World According to (the) Deaf: the Place of ASL Literature in a Comprehensive Deaf Studies Curriculum," *Proceedings of the Deaf Studies for Educators National Conference*. Gallaudet University Press, Washington, DC..
- Fernandes, J. K. (1990). "Homer's Odyssey and the Deaf Community in Iowa." *Hancher auditorium Program Guide* (in conjunction with the National Theatre of the Deaf performance of The Odyssey), Iowa City, IA.

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- Fernandes, Jane K., "[The Broom](#)." 1808. "Greensboro folks remember their first summer jobs," 2015, pp. 35.
- Fernandes, Jane K. "Letter from Martha's Vineyard." *Gallaudet Today*, Spring (1987) pp. 33.
- Fernandes, Jane K. "Father." and "In Wind." *Gallaudet Today*, Summer (1983) pp. 33.

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VISUAL MEDIA PRODUCTIONS

- Fernandes, J. K. (2006). Content developer and signer for the multimedia web site introducing the Sorenson Language and Communication Center, Executive Producer: Norman, J. Gallaudet University.
- Bahan B., Kuntze, M., and Fernandes, J. K. (1997). *Telling Tales in ASL: From Literature to Literacy with a focus on deaf and hard of hearing children and youth*. Telling Tales video ([Part 1](#)) and ([Part 2](#)). Executive Producers: Norman, J., Fernandes, J. J., and Fernandes, J. K. Telling Tales manual: ([PDF](#)) [ASL Literacy & Literature Resources | Jane K. Fernandes](#)

- Holcomb, T., Laldee, J., and Fernandes, J. K., (1996). Literacy: Share the Word. Executive Producers: Norman, J., Frank, D., and Fernandes, J. K., [Share the Word](#) manual. Video is here: videocatalog.gallaudet.edu/?embed=2564. Gallaudet University.
- Fernandes, J. K., Lambrecht L. (1989). Translated on video the Hawai'i State Test of Essential Competencies into ASL and transliterated the same test into Signed English. Department of Education, Honolulu, HI.

PUBLIC LECTURES, CONFERENCE PRESENTATIONS, PANELS, INTERVIEWS and WORKSHOPS

- Fernandes, J.K., & Colon. C. "Dreamers: Getting into your First Choice College," Dream College Academy, Zoom, March 2020.
- "Of White and Hearing Privilege," White Privilege Symposium - Iowa, Zoom session for national audience, November 2020.
- "Friendships and Learning about Difference," E.C. Moore Lecture, Center for Teaching and Learning, Indiana University Purdue University Indiana (IUPUI), Indianapolis, IN, March 2020.
- "Way Opens at Guilford College," keynote address, Friends Council on Education, Board of Directors and Heads of Quaker Schools, Friends Center, Philadelphia, PA, October 2019.
- "The Art of Living," Debra Turner Bailey Global Citizenship Lecture, University of North Carolina at Greensboro, Greensboro, NC, October 2019.
- Panel discussion (with C. Katziff, F. Wood, C. Frye, and I. Cole), Bank of America Triad Women of Influence Conference, O. Henry Hotel, Greensboro, NC, September 2019.
- "Of White and Hearing Privilege," plenary address, Professional and Organizational Development Session for Faculty Developers, UNC Greensboro, Greensboro, NC, August 2019.
- "Effective Approaches to Internationalization" (with Fernando Leon Garcia and Jorge Gonzalez), invited lead panel discussion, Council of Independent Colleges Leading Strategic Change Conference, Scottsdale, AZ, January 2019.
- "Transformative Leadership," keynote presentation, BRIDGES, Academic Leadership for Women, University of North Carolina, Chapel Hill, NC, September 2018.
- "Seize the Moment," principal address, Greensboro Commission on the Status of Women, Women's Equality Breakfast, Greensboro, NC, August 2018.
- "You are Important to US," invited address (at the invitation of the Honorable Catherine C. Eagles) for a naturalization ceremony, US District Court Middle District of North Carolina, Greensboro, NC, August 2018.
- "Exploring the Intersections of White and Hearing Privilege," keynote address, White Privilege Conference Global, Ryerson University, Toronto, Canada, May 2018.
- "Issues in Higher Education and Immigration," 11th Annual Presidents and Provosts Summit, National Association of International Educators NAFSA Conference, Philadelphia, PA, May 2018.
- "The Art of Living," keynote address, Women in Entrepreneurship 2nd Annual Conference, Reich College of Education, Appalachian State University, Boone, NC, April 2018.
- "Finding Pathways of Opportunity," keynote address, Women in Entrepreneurship 2nd Annual Conference, Virginia Tech, Blacksburg, VA, April 2018.
- "Blaze Our Trails," keynote address, Women's Empowerment Summit, University of North Carolina, Pembroke, NC, March 2018.
- "Women as Change Agents," keynote address, American Association of University Women, Greensboro, NC, November 2017.

- “Embracing Unlimited Possibilities,” keynote speaker, Prudential Annual Disability Awareness Month, Newark, NJ, October 2017.
- Diversity Symposium, panel discussion with Mo Greene (Executive Director, Z. Smith Reynolds Foundation), Unity in Equity Committee, Middle District Court of North Carolina, Greensboro, NC, September 2017.
- “Safe Spaces / Brave Spaces,” closing plenary address, Eastern Carolina Safety and Health Science Conference, New Bern, NC, June 2017.
- “Bringing Equity and Excellence to our Campuses,” keynote presentation, BRIDGES, Academic Leadership for Women, University of North Carolina, Chapel Hill, NC, September 8, 2017.
- “Leadership and Values,” keynote address, Women in Educational Leadership Symposium (WIELS), Reich College of Education, Appalachian State University, Boone, NC, September 23, 2017.
- [“Profound Silence,”](#) Quaker Speak video, May 2017.
- “The Art of Living,” National Institute of Environmental Health Sciences (NIEHS), Annual Spirit Lecture, March 2017.
- “Of White and Hearing Privilege,” luncheon address, Delhaize America disAbilities Business Resource Group, Raleigh, NC, March 2017.
- Invited vignette, FOX8-TV, Black History Month, Greensboro, NC, February 2017.
- “Creating Conditions for Success: Our Futures Depend on It” (with Jim Montoya, Renu Khator, and Raynard Kington), keynote panel, College Board Colloquium, Del Ray, FL, January 2017.
- “My Life in Education: Without a Sound,” luncheon address, Charles Aris, Inc., Greensboro, NC, November 2016.
- “Of White and Hearing Privilege,” Osher’s Lifelong Learning Institute (OLLI), North Carolina State University, Raleigh, NC, October 2016.
- “Deaf People are Diverse,” keynote address at the Diversity Conference, Travelers Insurance Diversity Resource Group, Greensboro, NC, October 2016.
- “The Deaf Community is Diverse,” noon workshop, Volvo/Mack Diversity and Inclusion Week, Greensboro, NC, September 2016.
- “Living Authentically,” annual Davidson County Community Prayer Breakfast, Thomasville and Lexington YMCAs, Lexington, NC, September 2016.
- Higher Education Forum, a panel of presidents from Bennett, Duke, Elon, Guilford, UNC Greensboro, and Wake Forest, sponsored by Preservation Greensboro (filmed by UNC-TV), the Carolina Theatre, Greensboro, NC, September 2016.
- “Deed Limits and Speed Limits,” keynote address, Association of Late Deafened Adults (ALDA) national conference, Milwaukee, WI, September 2016.
- “Women and Leadership in Higher Education,” keynote address, BRIDGES, Academic Leadership for Women, University of North Carolina, Chapel Hill, Fall 2016.
- “Education, The Greatest Gift,” keynote address, Hickory Public Schools, Employees Opening Convocation, Hickory, NC, August 2016.
- “Bringing a Message of Hope,” Jamestown Friends Meeting, Jamestown, NC, July 2016.
- “Presidents’ Panel,” Friends Association of Higher Education international annual meeting, Woodbrooke Quaker Center, Birmingham, England, June 2016.
- “Learning to be Champions,” commencement address, Mary McDowell Friends School, Brooklyn, NY, June 14, 2016.
- “Breaking the Deed Limit,” primary keynote address, Disability Matters North America, Durham, NC, April 2016.

- “Address to the Graduates,” 46th Annual Graduation Ceremony, Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill, NC, May 2016.
- Our State UNC-TV interview, April 2016.
- “Moving Beyond Your Comfort Zone,” Junior League of Greensboro, Women’s Leadership Summit, Greensboro, NC, April 19, 2016.
- “Activism and Integrity,” keynote address, All Black Everything Symposium, Guilford College, Greensboro, NC, February 2016.
- “Living Our Values Everyday [L.O.V.E.],” Valentine’s Day building community remarks, Guilford College, Greensboro, NC, February 2016.
- “Salam Neighbor Welcome,” screening of a film in support of Every Campus a Refuge, Guilford College, Greensboro, NC, February 2016.
- Public Comments, Signing Ceremony, Degrees Matter, NC State-supported Goal of Adult Degree Completion, Greensboro, NC, January 2016.
- “Listening through Silence: My Life in Education,” keynote address, Best of Our State Conference, Asheville, NC, January 2016.
- “The Liberal Arts and Guilford College: Building a Better Brain and a Better World,” keynote address, Stratford Rotary Club, Winston-Salem, NC, September 2015 and Summit Rotary Club, Greensboro, NC, November 2015.
- North Carolina Resident Assistants conference, “Welcome Remarks,” Guilford College, Greensboro, NC, October 2015.
- “The Educational Power of Women Friends,” prepared remarks, First Friends Meeting, Greensboro, NC, June 2015.
- “Learning to Let Your Inward Light Shine,” invited commencement address, New Garden Friends School, Greensboro NC, June 2015.
- “Si, Se Puedel!”, welcome remarks, Soy Un Líder Conference, Guilford College, Greensboro, NC, October 2015.
- “The Power of Education and the Power of One,” invited commencement address, School of Education, UNC Greensboro, Greensboro, NC, May 8, 2015.
- “Therapeutic Recreation, the Deaf Way,” workshop presentation, North Carolina Parks and Recreation Association, Winston-Salem, NC, March 2015.
- “Celebrating Our History, Investing in our Future,” keynote address, Communication Services for the Deaf and Hard of Hearing: 40 Years of Service, Greensboro, NC, March 2015.
- “A Season of Hope,” keynote speaker, Disabled Shoppers Event, sponsored by the Greensboro Jaycees and the Greensboro Mayor’s Committee on People with Disabilities, Four Seasons Town Centre, Greensboro NC, December 2015.
- Luncheon address, Literary Club of Greensboro, Greensboro NC, December 2014.
- “The One Constant,” College Meeting for Worship, Guilford College, Greensboro, NC, November 2014.
- “Guilford College’s Commitment to Diversity and Inclusion,” luncheon address, Civitan Greensboro, Greensboro NC, November 20, 2014.
- “Many Ways of Being Deaf,” Di(ver)sabilities in the Workplace, Building Community through a Forum for Diversity, HR Diversity Forum, November 12, 2014.
- Luncheon address, Summit Rotary, Greensboro, November 7, 2014.
- Luncheon address, Kiwanis Club, Greensboro, October 23, 2014.
- Interview with UNC-TV’s [North Carolina Now](#), a segment on Guilford College, October 9, 2014.

- Feature interview on Guilford College, “Greensboro Glimpses,” community television, Greensboro, NC, October 2014.
- Deaf People Can Do Anything, But Hear,” keynote address, North Carolina Association of Higher Education & Disabilities, Guilford College, Greensboro NC, October 2, 2014.
- Interview with Neill McNeill [Newsmaker Interview](#), WGHP-TV FOX8, Greensboro, NC, September 30, 2014.
- “Women Trailblazers: Mary Mendenhall Hobbs and Alice Stewart,” invited remarks, New Garden Friends Meeting, Greensboro, NC, September 21, 2014.
- “Let’s Be Friends,” luncheon address, Rotary of Greensboro, September 17, 2014.
- [A New Kind of Leader at Guilford College](#), interview with Frank Stasio, *The State of Things*, a public affairs program produced by public radio station WUNC, July 16, 2014.
- “On the Inclusion of People with Disabilities,” Advocates for Carolina, University of North Carolina, Chapel Hill, NC, February 16, 2014.
- “Deaf Culture and the Deaf Community,” presentation to American Sign Language classes, Blue Ridge Community College, Flat Rock, NC, October 1, 2013.
- “The Intersections of Race and Hearing Privilege in the Deaf Community,” invited keynote address at the National Black Deaf Advocates conference, New Orleans, LA, August 2013.
- “The History and Importance of Academic Tenure,” panel presentation, Personnel and Tenure Committee of the UNC Board of Governors, University of North Carolina, Chapel Hill, NC, January 2013.
- “A Conversation with Jane Fernandes,” invited prominent presentation, National Conference on Race and Ethnicity, New Orleans, LA, May 2013.
- “White Privilege and Power in the Deaf Community,” keynote address at Privilege Day, Brooklyn Friends School, Brooklyn NY, April 2013.
- “White Privilege and Power in the Deaf Community,” Guilford College, Greensboro, NC, April 2013.
- Panel presentation, Realizing the Benefits of a Diverse & Inclusive Workforce Conference, Diversity Action Council Leaders in Asheville & Buncombe County, Asheville, NC, April 2013.
- “The Intersection of Race and Hearing Privilege in the Deaf Community,” keynote address, University of Wisconsin-LaCrosse, LaCrosse, WI, February 2013.
- “Keeping the Concepts of White Privilege, Intersections of Privilege, Equity, Access and Social Justice on the Radar,” interactive workshop at the University of Wisconsin-LaCrosse, LaCrosse, WI, February 2013.
- “Biodiversity: A Key to the Future,” Disability Awareness Day, National Park Service (Blue Ridge Parkway), Asheville, NC, October 2012.
- “Using Curriculum to Capture our Goals” (with Suzanne Ortega), Institute for Cultivating a Superior Liberal Arts Education in the 21st Century, Miami University, Oxford, OH, October 12-13, 2012.
- “Charting Pathways for Access: Women Leading for Change” (with Sharon Washington, Elizabeth Ortiz and Cassandra Manuelito-Kerkvliet), National Conference on Race and Ethnicity, New York, NY, June 2012.
- “White Privilege and Power in the Deaf Community” keynote address and follow-up interactive workshop (with Shirley Shultz-Myers), White Privilege Conference, Albuquerque, NM, April 2012.
- “Students with Special Needs in the General Classroom,” UNC Asheville Teaching Fellows, Asheville, NC, November 2011.
- “When We Build It and They Don’t Come,” (with Marquita Chamblee, Pamela Chao, Frances E. Kendall, and Patricia Lowrie), National Conference on Race and Ethnicity, San Francisco, CA, June 2011.
- “Inclusive Deaf Studies: Barriers and Pathways,” The Edmund Lyon Memorial Lectureship Series, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY, April 2011.

- “Intersections of Science, Technology and Deaf Culture,” University of Kansas Medical Center, Lawrence, KS, February 2011.
- “Deaf Trailblazers,” Deaf Awareness Week, Western Carolina University, Cullowhee, NC, October 2010.
- “UNC Asheville and You,” Kiwanis Club of Black Mountain, NC, August 2010
- [“Liberal Arts: An Evolving Constant,”](#) American Association of University Women, Hendersonville, NC, April 2010.
- “Inclusive Deaf Studies: Building Bridges of Understanding and Exchange in Cochlear-implant-centered and Bilingual-centered Education of Deaf Children” (with Shirley Shultz Myers), The River School, Washington, DC, March 2010.
- “Introduction to Education of Children with Hearing Loss,” Lenoir Rhyne University, Hickory, NC, November 2009.
- “Parallels in GLBTQ and Deaf Community Building,” Queer Studies Conference, UNC Asheville, Asheville, NC, March 2009.
- “Making the Case for Diversity at UNC Asheville: Where Do We Go from Here” (with Nick Ladd and Lothar Dohse), Living In/Living with Diversity Conference, UNC Asheville, Asheville, NC, November 2008.
- Roundtable discussion on UNC Asheville’s Diversity Action Council (with Alikhan Salehi, Deborah James, and Deborah Miles) Living In/Living with Diversity Conference, UNC Asheville, Asheville, NC, November 2008.
- “It Takes a Village,” keynote address, 29th Annual Conference on Mainstreaming Students with Hearing Loss, Northampton, MA, October 2008.
- “Get on Board,” keynote address, National United Way Inclusion Roundtable Conference, San Francisco, CA, July 2008.
- “Different Ways to be Deaf: Winds of Change in the Deaf Community,” Ohio State University, October 2007.
- “Crisis Management,” President’s and Provost’s Leadership Institute, Ohio State University, October 2007.
- “Power and Privilege in the Deaf Community,” two-credit graduate workshop with Brenda Jo Brueggemann, Ohio State University, October 2007.
- “Back to the Future, Ahead through the Past,” keynote address, Iowa Association of the Deaf Convention, Cedar Rapids, IA, August 2007.
- “Different Ways of Being Deaf,” keynote address, Chief Diversity Officers Conference, Johnnetta B. Cole Global Diversity and Inclusion Institute, Greensboro, NC, March 2007.
- “Are Deaf People Disabled?” National Disability Employment Awareness Month, Court Services and Offender Supervision Agency, Washington, DC, October 2005 and October 2006.
- “Gallaudet University Protests: Determined to Become the Next President,” live on-line discussion, Washington Post, October 23, 2006.
- “Hearing Loss Association of America Interviews Jane Fernandes -- the Ninth President of Gallaudet University,” in [Hearing Loss](#), September/October 2006.
- [“Address to the Iowa Association of the Deaf on the occasion of the IAD 125th anniversary”](#) Des Moines, IA, August 2006.
- “It Takes an ‘Ohana to Raise a Successful Graduate,” commencement address, Hawaii Center for the Deaf and the Blind, Honolulu, HI, June 2006.
- [“New Gallaudet President Jane K. Fernandes Takes Questions, Comments,”](#) Washington Post, Washington, DC, May 3, 2006.

- “Reaching the Unreachable,” keynote address, 1st World Congress on The Power of Language: Theory, Practice and Performance, Bangkok, Thailand, May 2006.
- “Back to the Future, Ahead through the Past,” keynote address, CAL-ED IMPACT Conference, Fresno, CA, March 2006.
- [“Convergence”](#) and [Balance in the Public Presentation of Deaf Life](#), opening of the History through Deaf Eyes Exhibit, University of Iowa, Iowa City, IA, November 2005.
- [“Opening Remarks,”](#) Accessible Emergency Notification and Communication State of the Science Conference, Gallaudet University, Washington, DC, November 2005 .
- “Aloha and the Deaf Community in Hawai’i,” keynote address, Aloha State Association of the Deaf Conference, Honolulu, HI, June 2005.
- “A Brief History: Gallaudet University’s Role in the Development of Deaf Academics and Researchers,” keynote address, Deaf Academics and Researchers Conference, Gallaudet University, Washington, DC, February 2004.
- “Family Involvement: A Critical Factor in Student Success,” keynote address, National Symposium on Deafness, Sioux Falls, SD, October 2003.
- “Emergency Preparedness at Gallaudet University,” keynote address, Vocational Rehabilitation Connections Conference, Gallaudet University, Washington, DC, April 2003.
- “The Future of Gallaudet University” (with President I. King Jordan and Dean Carl Pramuk), Gallaudet University, Washington, DC, February 2003.
- “Scenes from September 11, 2001: Reflections on Leadership during a Crisis,” Honors Program Colloquium, Gallaudet University, Washington, DC, September 2002.
- “Addressing Crisis in Schools for the Deaf” (with Diane Morton), keynote address, Conference of Educational Administrators Serving the Deaf, Fremont, CA, April 2002.
- “Cochlear Implants and Sign Language: Putting it All Together,” keynote address, National Conference on Education of Children with Cochlear Implants, Gallaudet University, Washington, DC, April 2002.
- “Like a Fiddler on the Roof: Winds of Change in the Deaf Community,” 20th Anniversary Celebration of the Cedar Rapids Association of the Deaf, Cedar Rapids, IA, October 2001.
- “Impact of New Technologies on Deaf and Hard of Hearing Children,” Next Steps ... in Providing Effective Early Intervention with Deaf and Hard of Hearing Infants, Boston Center for the Deaf and Hard of Hearing, Children’s Hospital and the Gallaudet University Regional Center, Boxborough, MA, May 2001.
- “The Shared Reading Project: Improving the Literacy Skills of Deaf and Hard of Hearing Students Nationwide,” University of Iowa Alumni Fellow Presentation, Iowa City, IA, April 2001.
- “Building an Effective School Literacy Program,” Illinois Teachers of Hard of Hearing/Deaf Individuals Conference, Rockford, IL, March 2001.
- “The Promise of the Americans with Disabilities Act (ADA) for American Society,” address invited by Senator Tom Harkin, U.S. Capitol, Washington, DC, July 2000.
- “From Local Ideas to National Roll-Out,” Conference of Educational Administrators Serving the Deaf, Framingham, MA, May 2000.
- “Crossing the Tracks of Our Nationwide Educational Railroad,” Bridging the Gap II: Integrating Research and Practice in the Fields of Learning Disabilities and Deafness, Gallaudet University, Washington, DC, April 2000.
- “Why did Bessie Sit with me in the Cafeteria and not with the Other Black Kids,” closing remarks, Multicultural Deaf Conference--Implications for 2000 and Beyond, Gallaudet University, Washington, DC, March 2000.

- “Making a Successful Transition from High School to Further Education, Careers, and Success,” Cross-Agency Forum on Transition – Deaf and Hard of Hearing Students, Florida School for the Deaf and Blind, St. Augustine, FL, November 1999.
- “Signs of Eloquence: Foundations of Deaf American Public Address” (with James J. Fernandes), William C. Stokoe and the Study of Signed Language Conference, Gallaudet University, Washington, DC, October 1999.
- “Teaching an Elephant to Dance: The State of Emergency in Deaf Education,” Statewide Teachers Conference, Tulsa, OK, September 1999.
- “Making Connections: The Nine Components of an Effective Literacy Program,” Statewide Teachers Conference, Tulsa, OK, September 1999.
- “The Nine Parts of an Effective Residential Literacy Program” (with John Balk), Iowa School for the Deaf, Council Bluffs, IA, August 1999.
- “Diversity within the Community,” Seventh Annual Metrowest Community Prayer Breakfast, Framingham, MA, April 1999.
- “Strategies for Improving the Academic Achievement of African American Students at the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf,” Andrew J. Foster Forum on the Needs of Black Deaf Students, Gallaudet University, Washington, DC, November 1998.
- “The Crystal Ball,” closing remarks, Intermountain Special Study Institute, Idaho State University, Pocatello, ID, June 1998.
- “Nothing but the Best: Strategies for Incorporating Best Practices in Reading and Writing for Deaf Children in School and at Home,” Oregon Conference on Educating Students Who are Deaf and Hard of Hearing, Salem, OR, May 1998.
- “Changing the Face of Deaf Education: The Educational Reform Movement at Gallaudet University,” Oregon Conference on Educating Students Who Are Deaf and Hard of Hearing, Salem, OR, May 1998.
- “The Shared Reading Project” and “The Pre-College National Mission at Gallaudet University,” Council for Exceptional Children Conference, Minneapolis, MN, April 1998.
- “Teaching an Elephant to Dance: The State of Emergency in Deaf Education,” President’s Scholars Banquet, Gallaudet University, Washington, DC, November 1997.
- “Reading to Deaf Students: What We’ve Learned from Deaf Adults,” Intermountain Special Study Institute, Idaho State University, Pocatello, ID, June 1997.
- “Putting It All Together: An Outsider’s Perspective on the Roles and Demands of Campus Child Care Centers,” National Coalition for Campus Children’s Centers Conference, Washington, DC, April 1997.
- “The Future of the Iowa Deaf Community,” Iowa Association of the Deaf Convention, Fort Dodge, IA, August 1997.
- “Parent Involvement as the Key to Success,” American School for the Deaf, Hartford, CT, March 1997.
- “Deaf Education: A Look at the Future,” Pennsylvania School for the Deaf, Philadelphia, PA, December 1996.
- “Nothing but the Best: Words for Deaf Children,” New England Teachers of the Deaf Conference, Boston, MA, November 1996.
- “Reading, ‘Riting and Relating,” Techniques and Technology in the Education of Students Who are Deaf and Hard of Hearing Conference, Gallaudet University, Washington, DC, October 1996.
- “S-U-C-C-E-S-S,” commencement address, Iowa School for the Deaf, Council Bluffs, IA, May 1996.
- “What Happened to the Dinosaurs? Lessons for Pre-College Programs,” Gallaudet University, Washington, DC, August 1995.
- “Perseverance and Success” Outstanding Deaf Student of the Year Awards, Kapi’olani Community College, Honolulu, HI, April 1995.
- “Deaf and Hard of Hearing Students: Educational Service Guidelines and Everything You Wanted to Know about Relay Services,” Deaf Empowerment Conference, Tumon, Guam, January 1995.
- “Language Acquisition in Deaf and Hard of Hearing Children: Educational Implications,” Deaf Empowerment Conference, Tumon, Guam, January 1995.

- [“Deaf Community and Sign Language Issues,”](#) (with James J. Fernandes) at the Language: Race, Politics, Culture Conference, Interagency Council for Immigrant and Refugee Services and the University of Hawai‘i at Mānoa, Honolulu, October 1994.
- “Affirmative Action and People with Disabilities,” *Na Pono O Na Lahui* Conference, Honolulu, HI, July 1992.
- “Language Issues in Deaf Education: Bridging the Gaps,” Johnson County Community College, Overland Park, KS, March 1992.
- [“The World According to \(the\) Deaf: the Place of ASL Literature in a Comprehensive Deaf Studies Curriculum”](#) (with James J. Fernandes) Deaf Studies for Educators National Conference, Dallas, TX, March 1991.
- “Representations of Deaf People in Children’s Literature: Points of Inspiration,” Awards Luncheon for Deaf Students, Kapi‘olani Community College, Honolulu, HI, May 1990.
- “Together We Make a Difference” (with Valery O’Brien, Gayle Oguro, Josie Woll, and Pat Ramia), Special Parent Information Network Conference, Pearl City, HI, May 1990.
- “Breaking through the Culture of Silence,” Discussion(with Shanny Mow), ASL Literature Symposium, Iowa City, IA, March 1990.
- “English-to-ASL Interpretation: Developing Techniques for Creative Visualization,” Iowa State Registry of Interpreters for the Deaf, Deaf Services Commission of Iowa, and the University of Iowa, Iowa City, IA, March 1990.
- “Early Intervention with Deaf Infants and Toddlers,” First Annual Hawai‘i Early Intervention Conference, University of Hawai‘i at Mānoa, Honolulu, HI, February 1990.
- “Employment: A National Priority,” National Disability Employment Awareness Month, Fort Shafter, Honolulu, HI, October 1989.
- “Signs of Eloquence: Selections from Deaf American Public Address” (with James J. Fernandes), Deaf Way International Festival and Conference, Washington, DC, July 1989.
- “Deafness in Literature,” National Consortium of Programs for the Training of Sign Language Instructors – Region IX, California State University at Northridge, Northridge, CA, April 1989.
- “Help, I Need an Interpreter,” Statewide Transition Conference for Deaf Students, Hawaii Department of Education, Honolulu, HI, January 1989.
- “The Disabled Experience” at the Rehabilitation Association of Hawaii Annual Conference, October 1988
- [“Sign Language and Deaf Culture in Iowa,”](#) Mental Health and Deafness Symposium: Bringing it All Together, West Des Moines, IA, October 1988.
- [“ASL and English: Linguistic Form and Social Functions of Deaf Literature,”](#) Mental Health and Deafness Symposium, Bringing It All Together, West Des Moines, IA, October 1988 .
- “The Future of Interpreter Training: Goals and Outcomes,” 48th Annual Conference, Fourteenth District, Quota International, Inc., Cedar Rapids, IA, September 1988.
- “ASL Literature and Deaf Culture,” Connecticut Association of the Deaf, New London, CT, 1987.
- “Recent Developments in ASL Literature,” Northeastern University, Boston, MA, 1987.
- “Literature Generated in ASL: A Recent Link between Research in ASL and Education of Deaf Children,” Cleary School for the Deaf, Ronkonkoma, NY, 1987.
- “Sign Language and Deaf Culture in Iowa,” Midwest Modern Language Association Convention, Chicago, IL, 1986.
- Poetic Usage of American Sign Language,” Midwest Modern Language Association Convention, St. Louis, MO, 1985.

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AWARDS to GUILFORD COLLEGE and FACULTY

- **Diya Abdo** awarded the Thomas Ehrlich Civically Engaged Faculty Award by National Campus Compact for Every Campus a Refuge, 2019
- **Recognition of Every Campus a Refuge**, Sixth Annual President’s Interfaith and Community Service-Campus Service Challenge, Washington, DC, September 2016

- **CASE Division III Awards:**

- Gold Award Winner, Guilford College Edge Campaign 2020
- Gold Award Winner, Guilford Gazette 2020
- Silver Award Winner, 2018-19 Guilford College Bryan Series 2020
- Bronze Award Winner, Recruitment Publication 2020
- Grand Gold Award Winner, Holiday Gift Program 2019
- Bronze Award Winner, Alumni, Parent, Benefactor Volunteer Engagement, 2019
- Award of Excellence, Senior Campaign 2018
- Grand Award for Overall Marketing Campaign 2017
- Gold Award Winner for the *Guilford Gazette* 2017

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Patricia Okker
Dean, College of Arts and Science
University of Missouri

February 25, 2021

To the Search Committee for the President of New College of Florida,

This is a challenging time for higher education. Students are reporting alarming rates of anxiety and depression, the public is increasingly questioning the value of a college degree, and the pandemic has brought unexpected costs and dramatic changes to our learning environments. As uncertain as this climate is, students and families are also articulating more clearly than ever what they want—and need—from higher education: an affordable education, residential learning communities committed to inclusion, rich academic and social experiences that nurture them in a holistic way, and an orientation toward the future, one that prepares them for their own professional and personal development and creates solutions to local and global challenges.

When I reflect on these challenges and opportunities, I am drawn to my academic roots at a small liberal arts college in northwestern Pennsylvania that prioritized independent learning, culminating in an undergraduate thesis required of all students. I have spent my entire academic career at a large, public research university, but much of what I know about the transformative power of a college education, I learned at Allegheny College. The lessons I learned there—particularly about community, discovery, and the deeply integrated nature of students' academic and social lives—are ones that have framed my entire career. Knowing that these are also the foundations of New College, I write as a candidate for President.

Even before I was hired as an assistant professor at the University of Missouri (MU) in 1990, pedagogical innovation was at the core of my work as a teacher. As a PhD student at the University of Illinois, I was part of a select group of teachers charged with developing new pedagogies related to writing with computers. As an assistant professor at MU, I was an early adopter of service learning. Even now, in the limited teaching I do as dean, I am committed to innovation. The honors tutorial I teach each spring is based on a radical alternative to grade-based learning. My success as a teacher has been recognized by my campus. In 2003 I received a William T. Kemper Fellowship for Excellence in Teaching, the most prestigious teaching award on my campus.

My administrative work at MU grew from my commitment to teaching. After several years as director of undergraduate studies, I served two terms as chair of the English Department, one of the largest academic units on campus. I was then invited to join the Provost's Office. In my five years there, my responsibilities grew, and I was ultimately senior associate provost with oversight of program review across campus, academic personnel, institutional accreditation, strategic planning, and leadership development. For the last four and a half years, I have served as dean of the College of Arts and Science (A&S), the largest college at MU. In these ten years

of senior leadership, I have worked closely with Student Affairs, Faculty Council, Athletics, Advancement, Enrollment Management, Office of Research, Facilities, Strategic Communication and Marketing, and all fourteen of MU's schools and colleges. I have also chaired or co-chaired several major campus-wide task forces, including leading two campus strategic planning processes and the development of MU's first strategic enrollment management plan. This comprehensive view of an institution has prepared me for the demands of the presidency at New College. In this letter, I want to briefly discuss key issues that I see as critical to the future of New College.

Inclusive Excellence: This is a foundational principle, on which all other strategic priorities stand. If an institution is not actively working to ensure that it is inclusive, then it is, by definition, turning away from excellence in all areas. Inclusive excellence has been central to my work both as dean and as senior associate provost. Earlier this fall, we launched the Michael A. Middleton Center for Race, Citizenship, and Justice, created in collaboration with the law school. This was viewed by some as a controversial proposal, but by working with faculty leaders, campus administration, and the University's Board of Curators, we were able to obtain unanimous approval of this new research center. In addition to being a resource for faculty, the Middleton Center enables interdisciplinary collaboration for students across the college conducting research on race and justice.

Under my leadership, the College of Arts and Science has also focused on recruiting and retaining faculty of color. Our approach is multifaceted, involving new professional development for chairs, my appointment of an associate dean and a faculty fellow who together have led efforts to improve retention of faculty of color, and collaboration with the Graduate School on a Postdoctoral Fellows Program for Faculty Diversity. Much work remains to be done, but we have made progress: In the last three years almost 25% of new A&S faculty are from underrepresented groups. Almost 50% of the new faculty in the college have increased the diversity of their departments. If selected as President of New College, I would welcome the opportunity to work collaboratively with members of the New College community to ensure that New College is a diverse, equitable, and inclusive place to learn and to work.

Student Success: Student success is our most important mission and requires a comprehensive approach to academic support, student safety, mental health, sense of belonging, career readiness, and so much more. As dean, I have launched three major initiatives related to student success. First, I have focused resources on curricular innovations that emphasize interdisciplinary collaborations and an integrated approach to student success. Some of these innovations have focused on new degree programs and certificates (online and face-to-face). Examples include data science, musical theatre, material science, constitutional democracy, digital storytelling, sports analytics, computational physics, and health humanities. Other initiatives have focused on creating new courses. One signature class, developed under my leadership and co-taught by faculty members in Psychology and English, is "The Art and Science of Living," which introduces students to what science and artists teach us about how to live a full and meaningful life and includes an experiential component designed to improve student well-being. Underlying all of these innovations is a commitment to the core values of a liberal arts education and to the professional and personal development of our students.

As dean, I have also led a comprehensive plan to increase our first-year retention by creating new advising practices, identifying and eliminating bureaucratic obstacles to student completion, redeploying existing scholarships to meet recruiting and retention goals, and significantly increasing faculty use of the campus's system for supporting students at academic risk. This plan, involving virtually every faculty and staff member in the college, led to the college's highest first-year retention rate: 87.8%, up from 83.9% two years prior.

The third initiative—student career readiness—dates back to my time as a faculty member, when I created a new course to help undergraduate English majors prepare for the job market. Specifically designed not to be a “resume writing” course, this class instead led students through a series of reflective projects that culminated in their being able to articulate the value of their liberal arts education. As dean, I have expanded this emphasis on career development throughout the college. One of my first decisions was to hire our college's first designated internship coordinator, and we then implemented career oriented programs in and out of the classroom. A&S students now regularly learn about career opportunities in introductory courses, we've instituted a career and internship fair for the first time, and we invite alumni back to campus to talk with students about their professional experiences. Faculty and students alike learn much about the often surprising career paths our alumni take, and our alumni appreciate the opportunity to engage more fully with the college. If selected as President of New College, I would seek to enhance the support you already provide to students as they plan their personal and professional futures, with special attention to leveraging the unique aspects of a New College education.

Research and Creative Activity: Having served my entire career at an R1 university that is a member of the AAU, I have significant experience supporting research across the disciplines and among faculty and students. As senior associate provost, I designed and implemented a data-driven process for assessing research and creative activity across the campus, ranging from business, engineering, education, health professions, agriculture, arts and humanities, social sciences, and the natural and physical sciences. As dean, I have led efforts to create three new interdisciplinary research groups, including the Missouri Center for Addiction Research and Engagement (MO-CARE), which brings together faculty from psychological sciences, engineering, and medicine. Particularly relevant to my candidacy for this position is the emphasis we place on engaging students in research and our mission to link our research and creative activity with community engagement. This is central to our mission as a college within a land-grant university. MO-CARE, for example, will provide opportunities for undergraduate psychology majors to participate in research studies about addiction treatment in rural communities.

Student research is not, of course, limited to the sciences. Two specific programs that I have launched as dean are “Art on the Move” and “Artist in Residence.” “Art on the Move” provides students a chance to design a professional exhibit of their work somewhere in the state and often in their home community. Similarly, our “Artist in Residence” program brings professional artists to campus who then work with students on projects designed for the public. Two recent installations featured student work projected on the exterior of campus buildings. Designed

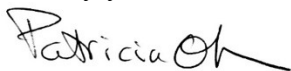
around COVID safety restrictions, these installations of artwork and poetry gave our students an opportunity to explore new technologies and to reach a large audience.

Business Model: Increasingly, the success of an institution's business model depends on the complex interaction of every aspect of that institution. Soon after I became dean, I designed a business model for the college that responds to MU's particular fiscal realities, most notably our transition to a hybrid RCM model. This plan for the college involves four primary strategies: increasing revenue from recruitment of new students and improvements in student retention, investing in research support focused on large center grants, growing philanthropy, and restructuring selected departments. Some (though not all) of these strategies are relevant to New College. Since becoming dean, my college has raised more than \$50M, increasing the endowment from \$50M to \$75M and completing our campaign goal of \$125M. Keys to our success were my appointment of new leadership in our advancement team, strengthening collaboration with campus advancement, and articulating a compelling story about the value of an A&S degree.

Clarity of Mission and Identity: Making an argument for a liberal arts education is not difficult. The rate of change we are witnessing, the interconnectedness of our global community, and the complexity of the challenges we face make it more relevant than ever. But many (perhaps even most) liberal arts colleges, particularly those with the potential to increase national stature, often struggle to distinguish themselves from each other, and the cost of a private liberal arts education creates overwhelming obstacles for many. But New College is truly unique among liberal arts colleges, with a strong sense of its identity as a *public* liberal arts college that provides an innovative and personalized education. I welcome the opportunity to bring this very compelling vision of a liberal arts education to the state of Florida and beyond.

One of the reasons I am so excited about New College's future is that you have always combined my two great academic passions: affordable public education and the liberal arts. But this is not simply a personal preference. New College has every reason to be optimistic about its future because the very things that make New College unique are precisely the things that students are demanding of higher education more broadly. Students want an affordable and relevant education that meets their individual needs. They want to be engaged with the community and the world, tackling the grand challenges of our time. They want to be a part of a rich social and intellectual community that welcomes them and others in a holistic way. They want to learn and to have an impact on the world. These are things that New College has always done and will continue to do. I welcome the opportunity to explore with you whether I might play a role in the very bright future of New College.

Sincerely yours,

A handwritten signature in black ink that reads "Patricia Okker". The signature is fluid and cursive, with the first name "Patricia" written in a larger, more prominent script than the last name "Okker".

Patricia Okker
Dean, College of Arts and Science
University of Missouri

Patricia Okker

Dean, College of Arts and Science
Professor of English

Education

Ph.D., University of Illinois, Urbana-Champaign, 1990
M.A., with distinction, University of Georgia, 1985
B.A., with honors, Allegheny College, Meadville, Pennsylvania, 1982

Millennium Leadership Initiative, 2019-2020
HERS Denver Institute, 2010
President's Academic Leadership Institute, University of Missouri, 2006-2007

Academic Leadership Positions at the University of Missouri (MU). MU is an R1, land-grant public research university and a member of the Association of American Universities. With 30,000+ students, MU has received the Carnegie Community Engagement Classification.

Dean, College of Arts and Science, University of Missouri, 2017-present. Interim Dean, 2016-2017.

- 450 full-time faculty, 135 staff, 6500 students
- 26 departments/schools, representing arts and humanities; social and behavioral sciences; natural and mathematical sciences. Includes two ROTC units, two museums, and one literary magazine
- More than 90 degree programs, including 18 doctoral programs
- Operating budget of \$120 million; \$75 million endowment; \$20-\$25 million annual grants and contracts
- 73,000 living alumni and active Strategic Development Board

Key Accomplishments:

- **Student Success:** Implemented data-driven strategic plan for student success, leading to record highs in graduation rates and first-year retention rate. In two years, first-year retention rate increased from 83.9% to 87.8%. Created new undergraduate scholarship program focused on strategic priorities of global experiences and career development. Launched first college-wide internship program and career fair.
- **Inclusive Excellence:** Launched in fall 2020 the Michael A. Middleton Center for Race, Citizenship, and Justice (in partnership with School of Law). Implemented college-wide strategies for increasing the diversity of faculty, with focus on recruitment and retention.

In the past three years, almost 25% of new faculty in A&S are from underrepresented minorities. More than 45% of the new faculty have increased the diversity of their departments.

- **High-impact research:** Provide leadership and structure for three campus-wide research initiatives: MO-CARE (Missouri Center for Addiction Research and Engagement), MITC (Molecular Imaging and Theranostics Center), and Cognitive Neuroscience Systems Core. Successfully recruited multiple signature hires for these centers. All three are pursuing large external grants.
- **Online Education:** Launched four new fully online undergraduate degree programs: Psychology, Communication, Sociology, and English.
- **Fundraising:** Successfully completed capital campaign with a \$125M goal for the college. Increased endowment from \$50M to \$75M.
- **Community Engagement:** Created first college state-wide outreach program (Art on the Move). Dramatically increased presence of MU in key urban areas through faculty lecture series (Beyond Campus).
- **Facilities:** Oversaw building and opening of 47,000 sq. foot new School of Music building, featuring state-of-the-art performance spaces and recording studio.
- **Curricular development:** Led development of new degree programs and certificates focused on improving career opportunities and recruiting new students to MU. Examples include Digital Storytelling (one of the fastest growing majors at MU), Defense and Strategic Studies, Addiction Studies, Business Foundations, Sports Analytics, Data Science (in progress in partnership with other schools and colleges), Health Humanities (in progress, also in partnership with another school).
- **Leadership development:** Designed and implemented new program for developing chairs/directors.
- **Fiscal:** Manage complex fiscal environment, including four consecutive years of system-wide budget cuts. Began implementation of an RCM-based budget model.

Senior Associate Provost, University of Missouri, 2015-2016. Interim Deputy Provost, 2014-2015. Faculty Fellow in the Office of the Provost, 2011-2013.

- Responsible for academic program review for 280 degree programs across campus, accreditation, grievances, strategic planning, space utilization, academic personnel issues, chair development.
- Campus liaison and peer reviewer with the Higher Learning Commission.
- Member of Provost's Staff and Chancellor's Staff.

Key Accomplishments:

- Developed new model for academic program reviews (280 degree programs) at AAU institution with land-grant mission, emphasizing continuous improvement in research, teaching and learning, and service.
- Led successful ten-year campus accreditation team.

Chair, Department of English, MU, 2005-2011.

- Chief executive and academic officer of department with 70 full-time faculty (48 tenured and tenure track), 500+ undergraduate majors, and 100+ graduate students; annual budget \$5.5 million; \$2.2 million endowment.

Campus Committee Leadership

Co-chair, Search for Vice Chancellor for Inclusion, Diversity and Equity, 2019-2020.

Co-chair, Strategic Enrollment Management Committee, 2017-2019. Appointed by the Provost to develop the campus's first strategic enrollment plan, including efforts related to recruitment and retention.

Co-chair, MU's Strategy Workgroup, 2012-2014.

Chair, Strategic Planning and Resource Advisory Council, MU, 2010-2014. Appointed by the chancellor as chair of 33-member council of campus administrators and deans, faculty, staff, and students. Council advised chancellor and provost on campus-planning issues. Oversaw campus's new strategic plan with emphasis on transparency, increased accountability, and broad involvement of MU faculty, staff, students, and alumni.

Chair, Campus Planning Committee (Facilities), MU, 2010-2012. Appointed by the chancellor as chair of committee that advises the Vice Chancellor for Administrative Services on the facility needs of the campus. Worked closely with campus planner to integrate sustainability plan into the campus's master plan and to promote academic/facilities partnerships.

Faculty Appointment

Professor (2004-present), Associate Professor (1996-2004), and Assistant Professor (1990-1996), Department of English, MU.

Teaching and Research Areas

Nineteenth-century American literature
American women writers
American periodicals
Career preparation in the liberal arts
Writing and wellness

Awards

Faculty-Alumni Award, Mizzou Alumni Association, 2013.
William T. Kemper Fellowship for Teaching Excellence, 2003 (\$10,000).
Phi Kappa Phi, 1985.

Selected Publications

Books

Editor, *Transnationalism and American Serial Fiction*, New York: Routledge, 2011. An edited collection featuring essays on serial fiction published in minority periodicals in the U.S. in ten languages (English, French, Spanish, German, Swedish, Italian, Polish, Norwegian, Yiddish, and Chinese).

Social Stories: The Magazine Novel in Nineteenth-Century America. Charlottesville and London: University of Virginia Press, 2003.

Our Sister Editors: Sarah J. Hale and the Tradition of Nineteenth-Century American Women Editors. Athens and London: University of Georgia Press, 1995.
Translated into Japanese as *The Era of Women Editors* by Toshimi Suzuki and published by SeidoSha.

Edited Journal Work

Book Review Editor, *American Periodicals*, Volumes 14.2 (2004), 14.1 (2004), 13 (2003), 12 (2002), and 11 (2001).

Articles

“Periodicals and the Novel.” *The Oxford History of the Novel in English, Volume 5: The American Novel to 1870*. Edited by J. Gerald Kennedy and Leland S. Person. New York: Oxford University Press, 2014.

“Serialization.” Co-authored with Nancy West. *The Encyclopedia of the Novel*. Edited by Peter Melville Logan. Wiley-Blackwell, 2011.

“1787: Le début des romans-feuilletons aux Etats-Unis.” Trans. Marie-Françoise Cachin. In *Au bonheur du feuilleton naissance et mutations d'un genre (Etats-Unis, France, Grande-Bretagne, XVIIIe-XXe siècle)*. Ed. Marie-Françoise Cachin, Diana Cooper-Richet, Jean-Yves Mollier, and Claire Parfait. Paris, Créaphis, 2007. 41-51.

“Teaching Illustrations and Periodicals: Three Scholars Share Their Ideas and Materials.” Co-authored with Leigh Dillard and Nancy West. *VPR: Victorian Periodicals Review* 39.4 (2006): 365-382. Special Issue on “Periodical Pedagogy” edited by Teresa Mangum.

“Fashion.” *American History Through Literature, 1820-1870*. Ed. Janet Gabler-Hover and Robert D. Sattelmeyer. New York: Charles Scribner’s Sons, 2006. 404-409.

- "Editors." *American History Through Literature, 1820-1870*. Ed. Janet Gabler-Hover and Robert D. Sattelmeyer. New York: Charles Scribner's Sons, 2006. 355-361.
- "*Godey's Lady's Book*." *American History Through Literature, 1820-1870*. Ed. Janet Gabler-Hover and Robert D. Sattelmeyer. New York: Charles Scribner's Sons, 2006. 472-475.
- "Teaching American Periodicals." *American Periodicals* 12 (2002): 1-8.
- "Sarah Josepha Hale." *The American Renaissance in New England*. Ed. Wesley T. Mott. Volume 243, *Dictionary of Literary Biography*. Detroit: Brucoli Clark Layman, 2001. 170-177.
- (with Jeffrey R. Williams) "Reassuring Sounds: Minstrelsy and *The Hidden Hand*." *ATQ: Nineteenth Century American Literature and Culture* 12.2 (1998): 133-144.
- "Gender and Secession in Simms's *Katharine Walton*." *Southern Literary Journal* 29 (1997): 17-31.
- "Serial Politics in Simms's *Woodcraft*." In *Nineteenth-Century American Literature in Periodical Contexts*. Ed. Susan Belasco Smith and Kenneth M. Price. Charlottesville and London: University Press of Virginia, 1995. 150-165.
- "Native American Literatures and the Canon: The Case of Zitkala-Sa." *Realism and the Canon*. Ed. Tom Quirk and Gary Scharnhorst. Newark: University Press of Delaware, 1994. 87-101. Collection selected by *Choice* as one of the Outstanding Academic Books for 1995.
- "Sarah Josepha Hale, Lydia Sigourney, and the Poetic Tradition in Two Nineteenth Century Women's Magazines." *American Periodicals* 3 (1993): 32-42.
- "Thoreau: An American Taoist Sage." *The Comparatist* 11 (1987): 86-95.
- "Establishing a Residential Student Computing Program." *The Journal of College and University Student Housing* 19.1 (1989): 12-16.

Notes and Reviews

- "Foreword." *Nineteenth-Century Serial Narrative in Transnational Perspective, 1830s-1860s*. Ed. Daniel Stein and Lisanna Wiele. Switzerland: Palgrave Macmillan, 2019.
- Review of Tim Lanzendörfer, *The Professionalization of the American Magazine: Periodicals, Biography, and Nationalism in the Early Republic* in *The New England Quarterly* 87 (2014): 368-371.

Review of Alison Piepmeier, *Out in Public: The Construction of the Female Body in Nineteenth-Century America* and Amanda Frisken, *Victoria Woodhull's Sexual Revolution: Political Theater and the Popular Press in Nineteenth-Century America* in *Legacy: A Journal of American Women Writers* 22 (2005): 211-212.

Review of Martha Banta, *Barbaric Intercourse: Caricature and the Culture of Conduct, 1841-1936* in *American Literary Realism* 38 (2005): 74-75.

Review of Amy Beth Aronson, *Taking Liberties: Early American Women's Magazines and Their Readers* in *Journalism History* 29.2 (2003): 91.

Review of Ezra Greenspan, *George Palmer Putnam: Representative American Publisher* in *American Periodicals* 12 (2002): 212-214.

"What is 'Sentimentality' in Fiction? A Conversation Between Jean Braithwaite and Pat Okker." January 18, 2000. <http://missourireview.org/editorial/sentimentality.html>

(with Lauren Onkey) "The All American Girls' Professional Baseball League." *Ready Reference: Women's Issues*. Pasadena: Salem Press, 1997.

"Sarah Josepha Hale." In *Great Lives from History: American Women*. Ed. Frank N. Magill. Pasadena: Salem Press, 1995. 797-800.

Review of G. M. Goshgarian, *To Kiss the Chastening Rod: Domestic Fiction and Sexual Ideology in the American Renaissance* and Ann Romines, *The Home Plot: Women, Writing & Domestic Ritual* in *Studies in American Fiction* 21 (1993): 248-250.

Review of Patricia Marks, *Bicycles, Bangs, and Bloomers: The New Woman in the Popular Press* in *American Periodicals* 1 (1991): 114-116.

Review of Susan Coultrap-McQuin, *Doing Literary Business: American Women Writers in the Nineteenth Century* in *The New England Quarterly* 64 (1991): 322-324.

Popular Media

"The Madness of College Sports." *Inside Higher Ed*, April 10, 2015.

"It's the Faculty's Job, Too." *Inside Higher Ed*, August 1, 2014.

Selected Conference Presentations and Invited Lectures

- “Reading and Writing at Sea.” C19: The Society of Nineteenth-Century Americanists Conference, University of California-Berkeley, April 2012.
- “Circulating Stories: Serial Fiction and the Transnational Periodical.” C19: The Society of Nineteenth-Century Americanists Conference, Pennsylvania State University, May 2010.
- “Peer Review of Digital Scholarship: A Chair’s Perspective.” Organized by the Digital Americanists. American Literature Association Conference. Boston, May 2009.
- “Magazines as a Vehicle for the Dissemination of Literature.” *The Book in America: Economic Aspects of the Material Text*. University of Pennsylvania. February 2006.
- “Periodicals and Access: A Roundtable Discussion.” Organizer and Chair. American Literature Association Conference. San Francisco, May 2006.
- “Roundtable Discussion on *American History Through Literature*.” American Literature Association Conference. San Francisco, May 2006.
- “American Periodical Research: The Means to an End or the End Itself? Roundtable Discussion 1.” American Literature Association Conference. Boston, May 2005.
- “The Serial Novel in the Minority Press.” Organizer and Chair. American Literature Association Conference. Boston, May 2005.
- “House or Home?: Re-visioning Domestic Space in Boardinghouse Literature by Women.” American Literature Association Conference. San Francisco, May 2004.
- “1787: The Beginning of Serial Fiction in the United States.” Conference on “Serialized Fiction in Europe and the United States (19th-20th Centuries): Birth and Evolution of a Genre.” Paris, December 2004.
- “Serializing a National/Racial Identity.” American Literature Association Conference. Long Beach, California, 2 June 2002.
- “Developing a WAC or WID Oversight Committee for Your Campus.” Workshop for the Sixth National WAC Conference. Houston, TX. March 2002. (With Marty Patton, Marty Townsend, and Jo Ann Vogt)
- “Building, Using, and Sustaining an Effective WAC/WID Oversight Committee.” Workshop for the Fifth National Writing Across the Curriculum Conference.

- Bloomington, IN. May 2001. (With Marty Patton, Marty Townsend, and Jo Ann Vogt)
- "Assessing English Majors." Midwest Modern Language Association Conference. Kansas City, MO. November 2000.
- "Fashioning the Sister Editors." American Literature Association Conference. Long Beach, California, May 2000.
- "Fashion Magazines and the Nineteenth-Century American Novel: The Case of Ann Stephens." Midwest Modern Language Association. St. Louis, November 1998.
- "Teaching the Nineteenth-Century Serial Novel." American Literature Association Conference. Baltimore, May 1997.
- (with Jeffrey R. Williams) "Reassuring Sounds: Minstrelsy and *The Hidden Hand*." Midwest Modern Language Association conference. St. Louis, November 1995.
- Organizer and chair, "Literature of Migration and Immigration." Midwest Modern Language Association conference. St. Louis, November 1995.
- "Constructing, Celebrating, and Constraining Female Desire." Response essay for panel on American Literature after 1870. Midwest Modern Language Association conference. Chicago, November 1994.
- "The Voices of Our 'Sister Editors.'" American Literature Association conference. Baltimore, May 1993.
- "Scribblers or Professionals: The Idea of Authorship in *Godey's Lady's Book*." Modern Language Association. San Francisco, December 1991.
- (with Lauren Onkey) "Writing Women into Baseball: The All-American Girls' Professional Baseball League." Midwest Modern Language Association. Chicago, November 1991.
- Organizer and chair, "Gender and Late Eighteenth-Century American Literature, I and II." (2 sessions). Midwest American Society for Eighteenth-Century Studies. Kansas City, October 1991.
- "Feminizing the Age of Reason: The Rhetoric of Nineteenth-Century American Domestic Ideology." Midwest American Society for Eighteenth-Century Studies. Western Illinois University, October 1990.
- "Nineteenth-Century Women Editors and Gendered Notions of Work." Mid-America American Studies Association. University of Missouri, Columbia, April 1988.

"Computers in the Classroom and Writing Lab." Midwest Writing Centers Association Conference. Minneapolis, October 1987.

"Teaching Revision with Computers in the Advanced Composition Class." Illinois Association of Teachers of English Conference. Decatur, Illinois, October 1986.

Dissertations Directed

8 dissertations directed, from 2001-2014.

Academic Service at University of Missouri (select)

Career Readiness (campus committee), 2012-2013.

Steering Committee, Faculty Proposal for New Major in Digital Storytelling, 2011-2014.

Actions and Outcomes Task Force (charged with creating plan to implement the university's strategic plan), 2010.

Search Committees (campus): Provost (2018); Associate Director of Continuous Quality Improvement, 2011-2012; Director of Campus Writing Program, 2010-2011, 2007-2008; Vice Chancellor for Research, 2007-2008.

Advisory Committee for Presidential Award, 2011-2013 (2012 as chair).

Arts and Science, Strategic Development Board, 2006-2010.

Strategic Planning Committee, 2009 (charged with drafting the university's strategic plan).

Human Resource Development, MU Economic Development Council, 2006-2008.

Advisory Board, Focus on Faculty (mentoring program for tenured faculty), 2008-2009.

Revision of Student Records Committee, 2006-2009.

University of Missouri Press Board, 2005-2008.

Facilitator, Colleague Circles (campus-wide mentoring program), 2002-2003, 2004-2005.

Student Conduct Committee, 2001-2003.

Academic Integrity Assessment Committee, 2002-2004.

Campus Writing Board, 1996, 1998-2001. Chair, 2000-2001.

Faculty Awards Committee, College of Arts and Science, 1999-2000.

MU Research Council, 1996-1997.

Campus Admissions Review Committee, 1995-1998.

Arts & Science Committee on the Status of Women, 1991-1994.

Women Studies Committee, 1991-1993.

Professional Service

Higher Learning Commission, Peer Reviewer Trainer and Peer Reviewer, including team leader of site visit team, 2012-present.

Reviewer, Public Scholars Program, National Endowment for the Humanities, 2015.

Academic program reviews: University of Massachusetts-Boston, April 2011; University of New Mexico, 2010; University of Nebraska (team leader), 2009; University of Texas-Arlington, 2009; University of Arkansas, 2006.

Co-facilitator, full-day workshop for new chairs, Association of Departments of English, 2010.

President, Research Society for American Periodicals, 2007-2009; President Elect, 2005-2006; Past-President, 2009-2011.

Panelist, National Endowment for the Humanities Fellowship, 2004.

Reader for University of Illinois Press, Temple University Press, Vanderbilt University Press, State University of New York Press, University of Massachusetts Press, University of Toronto Press, Broadview Press, *MELUS*, *PMLA*, *M/MLA*, *American Periodicals*, *Tulsa Studies in Women's Literature*.

Evaluator for tenure and promotion at numerous public institutions.

Rhonda Phillips, Ph.D., FAICP

February 13, 2021

Ms. Lucy Leske
Witt Kieffer

Re: Application for President, New College of Florida

Dear Ms. Leske and the Search Committee,

New College of Florida is at a juncture where “unleashing its potential” is paramount for supporting enrollment and resource growth. Already well regarded in higher education as *the honors college* in the State University System of Florida, New College’s next phase of excellence in educating high ability students is imminently achievable. My extensive experiences with honors colleges while serving as inaugural Dean of the Purdue Honors College and Associate Dean at Barrett, The Honors College at Arizona State University - some of the nation’s most innovative institutions - have prepared me for this remarkable opportunity to join New College as its next president. I know the power of transformative liberal arts and sciences education, and how to bring together stakeholders to realize New College’s goal to be among the very best in the nation. My family and I would welcome returning to Florida where we have deep connections, and joining the vibrant New College and Sarasota communities.

An interdisciplinary and entrepreneurial leader working in institution-wide roles, I excel at building a sense of community and implementing outstanding scholar development opportunities where love of learning is deeply embedded, and diversity is highly valued. Working with the State University System, the Board of Trustees, faculty, staff, students, alums, the foundation and other partners, we would further New College’s vision and recognition. My former experiences in the private and civic sectors in economic and community development have been invaluable for effective higher education leadership. I worked with CEOs and other leaders of major corporations and organizations throughout the US and globally and learned a great deal from these experiences, and most importantly how to build viable partnerships that will aid in supporting New College’s mission.

In these times of rapid change and crisis management deliberate efforts to actualize goals are required. It is this area of leadership where I am most successful - helping strategize, plan and implement to achieve explicit outcomes. I am goal driven and know what it takes to achieve aspirations while at the same time valuing process, with the mission of making situations better by improving quality of experience and well-being of the institution’s community. My administrative experience includes extensive managerial and financial stewardship as well as oversight of campus facilities and programs to support student success. Given my interest in historic preservation planning, I welcome the opportunity to engage with the New College community to develop a campus master plan that respects its historic significance while enabling growth. I enjoy fundraising as a very important means to increase resources for supporting our academic mission. I look forward to meeting and engaging with New College’s distinguished alums as well as public and private sector partners. Over my career, I have participated in multiple fundraising campaigns and requests, yielding tens of millions of dollars in contributions. I strongly believe we can build on New College’s current success to identify more resources given its vital role in the education system of the region, state and nation.

I joined Purdue for the exciting opportunity to serve as inaugural dean for the Honors College; this is not a typical honors program but rather an interdisciplinary, innovative college designed to break down barriers and move the institution forward. We have done this by helping increase the standing and recognition of Purdue as well as enhancing the student profile, with more double and triple majors and minors, and prestigious scholarship winners (such as Fulbright, Marshall, Udall, etc.) than ever in Purdue's history. The Honors College is home to over 2700 students in our living-learning community – I oversaw design and construction of our 324,000 sq. ft. \$90 million LEED certified facility that is recognized as a gem on our campus. This was accomplished ahead of schedule by leveraging financial partnerships. I developed institutional procedures and mechanisms, including the recruitment of a faculty and staff. We use a four-pillar approach for transformative and experiential learning (global and community engagement; leadership; undergraduate research; and interdisciplinary academics). Our first-year curriculum, the Evolution of Ideas, builds on foundational concepts of liberal arts and sciences, and much like New College, endeavors to foster holistic scholar development while grounded in research skill development. We use evaluative approaches for gauging impacts and are noted for evidence-based decision-making; we now serve as the data repository for the Big Ten Honors Colleges. The success of our students is our guiding mission with enrollment exceeding all expectations (we receive between 6600 to 8300 applications each year for an incoming class of 750; recently, our first-year retention rate was 98%).

Continuing as Dean of Honors College, while also serving as Interim Dean for the Purdue University Libraries and Scholarly Publishing for 18 months, I led 41 faculty and nearly 200 staff members with a significant budget and portfolio of 350,000 sq. ft. of physical assets, including nationally recognized innovative learning spaces. We strategically positioned Libraries as a “knowledge commons” and established the new School of Information Studies. Both my position as Dean of Honors and Libraries have institution-wide constituencies and provide experiences with the full range of disciplines and functions across campus. Further, my time at Purdue has enabled valuable experiences with improving organizational efficiencies and effectiveness, in a culture where we leverage resources while ensuring academic excellence. I bring this mindset with me to New College which will be useful for fulfilling annual accountability plans, but most importantly create a culture and expectations for moving forward.

It was a great honor to be chosen as an American Council on Education (ACE) Fellow this past year, this program trains higher education leaders. I had the privilege of being mentored by President Robbins of the University of Arizona (UA) while in residence there Fall Semester 2019. This provided experience with institutional level strategic and tactical operations, including investment for future positioning, refining student success models and improving academic excellence. I also had the opportunity to learn much from UA's Senior Leadership team and by visiting leaders of numerous other institutions. My ACE research project centers on scaling up innovative teaching and learning initiatives at the institutional level. This and related work will be featured soon on a national higher education association's blog and also in a documentary about honors colleges, being filmed by a national network. With a team of other ACE Fellows, we are sharing our experiences during this unprecedented time in our forthcoming book, *Windows into Crisis Leadership: Observations of Leadership in Higher Education during the Coronavirus Pandemic*.

The importance of fostering diversity, equity and inclusion (DEI) in the academy cannot be overstated. My recent efforts include linking with our campus centers for intercultural training; developing a partnering program to connect students across races and ethnicities for fostering an anti-racist living learning community; and overseeing a mentoring program for underrepresented students

to pursue research opportunities. Achieving diversity requires explicit action, my commitment to creating a just, inclusive welcoming environment for students, faculty, and staff is unwavering. It is a point of pride that our college has the highest percentage of underrepresented faculty and students on Purdue's campus. We presented on our programs most recently at the AAC&U annual conference. Drawing upon foundational aspects of community building and participatory processes - including listening, empathy and caring, partnership building and fostering greater community well-being - informs my DEI and leadership work.

Experiential learning is a passion, these opportunities foster student success and better enable students as innovative leaders and global citizens. In my academic fields of planning and development, we engage not only in traditional scholarship (I am author or editor of 29 academic books), but also application of development from very interdisciplinary perspectives. I find that at these intersections of different perspectives offered by design, the arts and humanities, technology and the sciences, are where innovation and creative solutions are often discovered. This is "nexus learning," and I serve as co-chair to design our new Innovation College at Purdue that will support this type of education. This matrix college will enable more exploration and scaling of transformative learning initiatives, funded by a \$5 million foundation grant. These efforts reflect my decades-long interest in science and technology policy, coupled with research and enterprise incubation along with cutting-edge teaching and learning approaches for fostering innovative, sustainable societies. For example, I was included on the cover of *Florida Trend* for earlier work with Sid Martin Biotech and tech incubation at the University of Florida. These experiences will help me further strengthen New College's role in the rapidly changing knowledge/digital age economy.

Local and regional community engagement and international experiences are central to the educational process. Deeply committed to helping our host regions, I served as the United Way campaign chair for Purdue and continuously seek opportunities for students to actively engage with our communities for learning opportunities. On the international front, I am a three-time Fulbright scholar; have served in advisory roles to universities in Ireland, Korea, Canada and Panama; served as elected president of the International Society for Quality-of-Life Studies; and most recently appointed a role with UNESCO for leadership, community and youth development. All these roles connect to serving academic mission and provide expanded and enriching experiences for students, faculty and staff.

It would be an honor to lead New College to an even higher level of excellence, collaboratively implementing next phases of development with strategic investments and actions, developing partnerships and crystalizing its identity and role as an innovator and national exemplar. Thank you for your consideration of my candidacy.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rhonda Phillips".

Rhonda Phillips, Ph.D., FAICP
Dean, Purdue Honors College

cc: Curriculum vitae

Rhonda Phillips, Ph.D., FAICP

The inaugural dean of the Honors College at Purdue University, an academic administrator and scholar with significant private and public sector experience, Rhonda builds communities via her collaborative leadership approach grounded in equitable and inclusive practices. She is a three-time Fulbright scholar and internationally known for her work in community well-being and development, and quality-of-life studies presenting at United Nations, Organization for Economic Co-operation and Development (OECD) and many other events. Rhonda was recognized for career achievements with induction into the College of Fellows of the American Institute of Certified Planners (FAICP); served as an American Council on Education (ACE) Fellow for 2019-20; and recently appointed to the University of Southern Mississippi Foundation Board of Directors. She is the first woman to graduate with a doctorate in city and regional planning from the Georgia Institute of Technology.

EDUCATION

Ph.D.	City and Regional Planning, economic development focus, science and technology policy minor, Georgia Institute of Technology	1996
M.S.	Economics, Georgia Institute of Technology	1992
M.S.	Economic Development, University of Southern Mississippi	1986
B.S.	Geography, University of Southern Mississippi	1983

PROFESSIONAL CERTIFICATIONS

FAICP – College of Fellows, American Institute of Certified Planners, 2016-

CEcD - Certified Economic and Community Developer, International Economic Development Council, (1997-2013)

RECOGNITION

- United Nations Educational, Scientific and Cultural Organization (UNESCO) Community, Leadership and Youth Development Core International Faculty, appointed 2020, <https://www.purdue.edu/newsroom/releases/2020/Q3/purdue-honors-college-dean-appointed-to-unesco-core-international-faculty-in-community.-leadership-and-youth-development.html>
- Editorial Focus Group member, Springer Nature United Nations Sustainable Development Goals Programme, appointed 2020
- Honorary Member, British Fulbright Scholars Association, London, appointed 2006
- The Rhonda G. Phillips Endowed Track for the Promotion of Community Development and Well-Being, established 2017 with a permanent track, International Society for Quality-of-Life Studies, <http://www.isqols.org/foundation/rhondaphillips/>
- 2016 Distinguished Service Award, International Society for Quality-of-Life Studies
- Member, Omicron Delta Kappa; Honorary Member, Phi Kappa Phi, Mortar Board
- Invited Participant, World Government Summit, Dubai, 2019 and 2020

EXPERIENCE

Purdue University

Inaugural Dean, Honors College

(2013-current)

<https://honors.purdue.edu/about-us/dean's-message/index.php>

Lead Purdue's only academic residential college and one of few fully integrated living-learning colleges of its type in the US, overseeing the design of interdisciplinary university-wide scholarship and high-impact experiences for 2700+ undergraduate students across all majors. This is not a typical honors program but rather the pathway for Purdue to scale innovative, transformative learning experiences and encourage cross-disciplinary scholarship. Set strategic vision, engage university-wide for student recruitment, retention and success. Oversee twelve direct reports with total of 47 staff and faculty, and budgeting and financial stewardship. Direct report to Provost, service on Provost's Cabinet and Academic Deans Council.

Leadership Experiences and Responsibilities:

- Member, Board of Trustee's Equity and Diversity Taskforce, Dean's Advisory Group
- Co-chair of the Provost's initiative for the new Innovation College in 2020-21 for developing next generation learning modalities to scale across the university, \$5 million grant for "Charting the Future of Higher Education" by the Lily Endowment.
- Guiding design and successful implementation of Purdue's first interdisciplinary college for recruitment and enrollment, financial management, programming, fundraising, faculty and staff development, curriculum development, advising, facilities, peer-to-peer, diversity and inclusion, and collaboration with units across campus. Completed first five-year build out plan in 3.5 years. Raised profile of Purdue's incoming classes.
- Led efforts with the Vice Provost of Student Life to develop innovative plan to finance, design, and build a 324,000 square foot \$90 million Gold LEED certified 825 bed residential and learning complex (opened August 2016).
- Enrollment management and recruitment strategies, growing student enrollment to over 2700, increased diversity and first-generation with rates higher than university average; first-year retention rate of 98%.
- Reinstatement of participation by Purdue in the National Merit and National Hispanic Scholarship programs, increasing from an annual average of 17 to 125 scholars recently and 31 National Hispanic Scholars (the most in Purdue's history).
- Initiated and oversee development of mentoring programs for undergraduate research for under-represented students, and for international students. Promoted development of undergraduate research office for all Purdue students.
- Implemented inclusive recruitment and hiring practices for diverse faculty and staff (higher than university average).
- Designed and implementing development campaign for the college. Identified and secured major gifts for establishment of an endowed scholarship fund targeting students with financial need. Focus on increasing first-generation and diverse students, including with needs-based aid. Developed a support fund, via external fundraising efforts, to support students in crises.
- Oversight and increase of endowed scholarship funds to support programming for recruiting high-ability scholars for the Beering Scholarship (fully funds each student for three degrees -

baccalaureate, masters and doctoral or M.D).

- External funding and support for the Stamps Scholars program at Purdue funded by a private foundation, now serving as one of three in nation as a “Stamps Profile Program.”
- Design and implementation of the Office of International and National Scholarships for support of campus nominated scholarship pursuit; results include expanded Fulbright and other prestigious awards at a rate higher than in Purdue’s history.
- Established Advisory Board of Purdue alums with national reputation and experience; created parent and alumni outreach programming including the Purdue Honors Alumni Chapter, developed with Purdue Alumni Association.
- Hired and recruited new full-time faculty positions in the college, recruited nationally and internationally. Designed and implemented staff and programming plan, leveraged partnerships across campus to gain post-doc positions (for global programming and for a transdisciplinary learning collaboration across universities).
- Re-established Omicron Delta Kappa honorary society, provide support for other national honorary societies, including re-establishing Phi Kappa Phi. With the college’s oversight of these two organizations, Purdue now has all four national Honor Society Caucus members.

Interim Dean, Purdue Libraries and School of Information Studies (01/01/2018 – 06/30/2019)

In addition to continuing to serve as Dean of Purdue Honors College, served as Interim Dean for Purdue Libraries and School of Information Studies, and Purdue University Press and Scholarly Publishing Division to address transitional issues and structuring. Oversaw 220+ staff including 40 tenured or tenure-track faculty members, a budget of over \$44 million and 350,000 square footage of facilities.

Leadership Experiences and Responsibilities:

- Strategically positioned for next phase of leadership, including implementing assessment techniques, a division-wide annual performance reporting process, and two external peer reviews for both units for the first time.
- Expanded name and mission to Purdue University Libraries and establishment of the new School of Information Studies including approval through University Senate and Board of Trustees, the new School houses 41 T/TT faculty members.
- Coordinated with university initiatives for data sciences and undergraduate research skill development for embedding the Libraries into more teaching and learning opportunities, including move of Purdue’s Office of Undergraduate Research to Libraries.
- Hired Press Director and positioning of the Press for improvement of structure and focus.

Professor with tenure, Purdue University, Department of Agricultural Economics (2013-current)

Activities include service as faculty liaison for Local Foods Program with Extension, 2014-2017.

Arizona State University

Associate Dean, Barrett, The Honors College

(2011-2013)

Led team for expanding enrollment for Honors College, including planning for curriculum, co-curricular and facilities expansion in a rapidly growing environment.

Leadership Experiences and Responsibilities:

- Designed plan to increase enrollment in the college (grew by 40% on downtown campus), including new marketing and outreach efforts, expanded faculty and staff positions.
- Revised curriculum for the downtown campus resulting in highly popular new courses incorporating elements of service learning and field research, including courses and programming for transfer students.
- Furthered the recognition and acceptance of interdisciplinary programming via working with unit leaders across four campuses.
- Aided recruitment and enrollment of high ability students to create a diverse, dynamic learning environment on the Downtown campus.

Director, School of Community Resources and Development, College of Public Service and Community Solutions

(2007-2008)

Professor with tenure, School of Community Resources and Development

(2007-2013)

Senior Sustainability Scientist, Julie Ann Wrigley Global Institute of Sustainability

Affiliate Faculty, School of Geographical Sciences and Urban Planning

(2009-2013)

Affiliate Professor, School of Public Affairs

(2007-2013)

Administrative oversight for the School included strategic planning for rapid growth, fundraising, faculty recruitment and development (T&P processes), budget oversight of interdisciplinary programs in nonprofit leadership and management, American Humanics (now the Nonprofit Leadership Alliance), tourism development and management, parks and recreation, and community resource and development studies at the baccalaureate, masters, and doctoral levels. Positioned for enrollment growth.

Leadership Experiences and Responsibilities:

- Developed fundraising plan, secured first major gifts to establish scholarships and internships.
- Revised and developed new and existing courses and programs including some of first online courses and degree programs for the College.
- Development of certificate programs at undergraduate and graduate levels including in Social Entrepreneurship and Community Development.
- Designed growth plan and strategies designed and implemented including adding six new faculty lines and expanded staff functions, increased diversity of faculty and students, and conducted strategic planning and advancement initiatives.
- Coordinated major initiative to design and deliver online courses across three disciplines for undergraduate and graduate programs in emerging media platforms.
- Oversaw faculty development and review of tenured/tenure track faculty across disciplinary areas.

University of Florida

Founder and Director, Center for Building Better Communities

(1998-2007)

Associate Professor with tenure, Urban and Regional Planning Department,

College of Design, Construction and Planning (2003-2007)

Affiliate Faculty, Center for Latin American Studies (1998-2007)

Affiliate Faculty, Interdisciplinary Ecology Program, School of Natural Resources
and Environment (1998-2007)

Assistant Professor (1998-2003)

Leadership Experiences and Responsibilities:

- Oversaw development of the undergraduate programs in a graduate department, including Provost's award for increasing enrollment 400% in first year of service for a university-wide general studies course.
- Designed and taught first engaged service-learning course on campus, later taken to scale at university level.
- Created State of Florida Legislature approved research and outreach Center for Building Better Communities, developed and implemented programming state-wide.
- Developed and implemented diversity recruitment plan, working with cultural centers and enrollment management at the University and regional community levels.
- Designed media plan for the department, including response to media requests and planning for positioning of Center and its research work.
- Received first Fulbright faculty award in college.
- Conducted several state-wide economic impact studies of technology transfer and spin-off industries from the Sid Martin Biotechnology Center.

University of Southern Mississippi

Director, Community Planning and Development Program

(1995-98)

Head, Community Development, Center for Economic and Community Development,

Faculty Liaison, NASA Stennis Space Center Southern Technology Applications Center (1995-98)

US Economic Development Administration University Center (1995-98)

Co-Director, IEDC accredited New South Economic Development Course (1995-98)

Assistant Professor, Department of Geography and Area Development, College of

Liberal Arts and Sciences (1995-98)

Graduate Faculty member, Economic Development Program (1995-98)

Graduate Faculty member, College of International and Continuing Education (1995-98)

Leadership Experiences and Responsibilities:

- Served with the Mississippi Research Consortium, working with USM's VP for Research to elevate research enterprise in the State's research universities.
- Coordinated first strategic planning process for the Department and led proposal for establishment of a doctoral program in international development.
- Successfully implemented diversity recruitment strategies; restructured undergraduate

- planning program curriculum and increased enrollment and diversity.
- Developed a collaborative partnership with NASA Stennis Space Center Southern Technology Applications Center, serving as faculty liaison to connect USM and NASA.
 - Collaborated on efforts later resulting in \$10 million US Congressional appropriation to establish a national center for economic development.

Private and Public Sector Professional Positions

- Industrial Development Research Council (Conway Data, now CoreNet), Program Manager (1988-1990)
- Atlanta Chamber of Commerce, Associate Director of Regional Development (1986-1988)
- City of Birmingham, Alabama Office of Economic Development, Senior Economic Development Officer (1986-1987)
- State of Mississippi Research and Development Center, development intern (1985-1986)

SPECIAL APPOINTMENTS

American Council on Education (ACE) Fellow (2019-2020)

<https://www.acenet.edu/news-room/Pages/2019-20-Class-of-ACE-Fellows.aspx>

Selected via a highly competitive process for this national higher education leadership training program. Host institution: University of Arizona, President Robert Robbins, Fall Semester 2019 in residence with the Offices of the President (Office of Strategic Initiatives) and Provost (Academic Affairs). Research project: Scaling Innovation in the Academy: A Review and Compendium of Experiential and Transformative Learning Initiatives. Met with numerous other institutions on topics of concern for higher education leadership, including DEI, financial management, COVID-19 responses, partnership building, athletics, and student success.

U.S. Fulbright Commission

Senior Specialist Program, Panama (Fall 2015 and Fall 2016)

Senior Specialist Program (Fall 2012)

UK Faculty Scholar, Ulster Policy Fellow, Ulster University Northern Ireland (Spring 2006)

National reviewer, Senior Specialist Program (2017-current)

University of Southern Mississippi

Foundation Board of Directors, appointed 2020 and incoming Executive Committee, Fall 2021

<https://www.usmfoundation.com/s/1149/foundation/index.aspx?sid=1149&gid=1&pgid=928>

SELECTED ENGAGEMENT AND SERVICE

Community/University:

- United Way Greater Lafayette Community Campaign, Chair of Purdue Campaign 2018, co-chair, 2017
- Big Ten Academic Alliance (formerly named CIC- Committee on Institutional Cooperation),

Honors Colleges and Programs beginning 2013

- University and college level tenure and promotion committees (over 300 cases reviewed)
- Greater Lafayette Chamber of Commerce, Quality of Life Council 2014-15
- University of Vermont, Affiliate Faculty/Lecturer Community Development and Applied Economics Department, College of Agriculture and Life Sciences, (2009-2013; 2017)
- Purdue Policy Research Institute, Faculty Leadership Committee, appointed 2016
- Purdue University Diversity Action Committee, DEI Climate sub-committee, 2015
- Purdue Campus Master Planning Advisory Committee, 2016
- Chair search committee, Purdue Senior Vice Provost for Teaching and Learning, 2014
- Advisory Committee Member, Scottsdale, Arizona Public Art Master Plan 2010-11
- Apache Fair Trade Cooperative project development, 2011

Accreditation and Other Reviews:

- External Reviewer, National University of Ireland, Galway, Graduate Programme in Community Development, 2012-2016
- Swiss National Science Foundation, applicant reviewer, 2018
- Reviewer, U.S. Fulbright Commission, Fulbright Specialist Program, 2017-current
- National Collegiate Honors Council (NCHC), Co-Chair of the Large Research University Committee, 2016-2019
- Scientific Committee, Coleccion de Ciencias Sociales (Social Sciences Series) of Universidad de Palermo, Argentina, beginning 2017
- Planning Accreditation Board (PAB): University of Southern California, Chair 2021; Virginia Polytechnic and State University, Chair 2019; University of California, Berkeley, Chair 2016; University of New Mexico, Chair 2014; Missouri State University, 2013; Temple University, 2010; Iowa State University, 2008
- Other reviews: University of Kentucky, Department of Community Leadership and Development 2020; University of Vermont, Department of Community Development and Applied Economics, 2016; University of Pittsburg, Honors College, 2015

Elected Leadership Positions:

- President, International Society for Quality of Life Studies (ISQOLS), 2014–2016, www.isqols.org
- Board of Directors, Community Indicators Consortium, 2015- 2018 and 2019-2022, <https://communityindicators.net/>

Editorial Service:

- Co-Editor-in-Chief, *International Journal of Community Well-Being*, launched 2018, Springer, <https://www.springer.com/social+sciences/wellbeing+&+quality-of-life/journal/42413>.
- Founding Co- Editor, *Local Development & Society*, launched 2020, Taylor & Francis, <https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rlds20>
- Editor, *Community Development*, Taylor & Francis, 2007-2012.
- Founding Editor, *Community Development Research and Practice*, Routledge, www.routledge.com/Community-Development-Research-and-Practice-Series/CDRP

TEACHING

Interdisciplinary focus, community and regional sustainability, quality-of-life studies encompassing happiness and community well-being, community and economic development planning, urban economics, tourism planning, food systems, arts/cultural development, international planning, and world urbanism. Extensive experience in teaching and mentoring both undergraduate and graduate students. Integrate high impact practices and engaged service learning.

- Service on 80+ master theses committees.
- 20 doctoral committees including as chair in tourism, planning, economic development, international development, community development and applied/agricultural economics, natural resource, public administration, geography, and educational studies (gifted and high ability) programs at the University of Florida, Arizona State University, Purdue University, and as external member for University of Vermont.
- Taught 45 different courses at Georgia Institute of Technology, Georgia State University, University of Southern Mississippi, University of Florida, Arizona State University, Purdue University, and at Rutgers University and University of Vermont as visitor/affiliate.
- Curriculum review and development for new undergraduate and graduate programs including two doctoral programs and served on task force to create a doctoral program in urban and regional planning at Jackson State University, an HBCU.
- Undergraduate advisor for three programs.
- Graduate advisor for community and economic development programs at two universities.
- Created undergraduate and graduate certificate programs (social entrepreneurship and community development, environmental planning and policy, land development and planning, and tourism planning and development).
- Advisor for the minority student mentoring program at University of Florida, Native American scholar and Obama Scholars mentor at ASU.

RESEARCH

Interdisciplinary focus of research: community development and planning for locally focused economic regeneration; indicator systems and benchmarking for addressing community well-being, quality-of-life, and sustainability; technology-based policy and economic development including business incubation and tech transfer; local food systems development; community resilience and social entrepreneurship; tourism, arts and cultural-based development. Grants award total: \$6.65 million including nationally/internationally competitive grants.

Selected Publications

Author/Editor of 29 academic and two trade/professional press books. Author of 90+ peer-review articles, book chapters, published reports and other interdisciplinary academic writing.

Anwer, M. and Phillips, R. (2021). Fostering an Anti-Racist and Inclusive Living-Learning Community. *Journal of Higher Education Management* (forthcoming).

- Musikanski, L. Phillips, R. Bradbury, J. DeGraaf, J. and Bliss, C. (2021). *Happiness, Well-Being and Sustainability, A Course in Systems Change*. London: Routledge.
<https://www.routledge.com/Happiness-Well-being-and-Sustainability-A-Course-in-Systems-Change-1st/Musikanski-Phillips-Bradbury-de-Graaf-Bliss/p/book/9780367488703>
- Martinez, J., Mikkelsen, C.A. and Phillips, R. (eds.) (2021). *Handbook of Quality of Life and Sustainability*. Dordrecht, The Netherlands: Springer.
<https://www.springer.com/gp/book/9783030505394>
- Phillips, R., Brennan, M. and Li, T. (eds.) (2020). *Culture, Community and Development*, London: Routledge, <https://www.routledge.com/Culture-Community-and-Development/Phillips-Brennan-Li/p/book/9781138593961>
- R. Phillips, L. Musikanski, M. Manson, J. Bradbury, L. Fraizer, B. Rakova, N. DePalma & A. Smart. (2020). Introduction to the Special Issue: Intersections of Artificial Intelligence and Community Well-Being. *International Journal of Community Well-Being*, 3(4).
www.springer.com/journal/42413/updates/17489114
- Phillips, R. and Wong, C. (eds.) (2017). *Handbook of Community Well-Being Research*, Dordrecht, The Netherlands: Springer, Top 25% downloads for Springer
www.springer.com/us/book/9789402408768
- Phillips, R. and C. Wharton. (2016). *Growing Livelihoods: Local Food Systems and Community Development*, London: Earthscan. www.routledge.com/products/9780415727068
- Phillips, R. and R. Pittman, (eds.) (2015). *Introduction to Community Development*, 2nd edition, London: Routledge. <https://www.routledge.com/An-Introduction-to-Community-Development-2nd-Edition/Phillips-Pittman/p/book/9780415703550>
- Phillips, R., Seifer, B., and Antczak, E. (2013). *Sustainable Communities, Creating a Durable Local Economy*. London: Earthscan. <https://www.routledge.com/Sustainable-Communities-Creating-a-Durable-Local-Economy/Phillips-Seifer-Antczak/p/book/9780415820172>
- Budruk, M. and Phillips, R. (eds.) (2011). *Quality-of-Life Community Indicators for Parks, Recreation and Tourism Management*, Dordrecht, The Netherlands: Springer.
www.springer.com/social+sciences/well-being/book/978-90-481-9860-3?detailsPage=authorsAndEditors
- Phillips, R. (2010). The Skill Development Strategies of the Choctaw Tribe of Mississippi: Transition to a High-Skill Technology Intensive Economy. In Froy, F., S. Giguere, A. Hofer, Editors. *Local Skills Development*, Organization for Economic Cooperation and Development (OECD), LEED Programme.
- Sirgy, J., Phillips, R. and Rahtz, D. (eds.) (2010). *Community Quality-of-Life Indicators: Best Cases IV*, Dordrecht, The Netherlands: Springer. www.springer.com/social+sciences/well-being/book/978-90-481-2242-4
- Phillips, R. (ed.) (2005). *Community Indicators Measuring Systems*, Aldershot, England: Ashgate

Publishing, Ltd. (Reviewed in *Urban Studies* 43(12): 2357-2359).

www.ashgate.com/default.aspx?page=637&title_id=4624&edition_id=4744&calcTitle=1

Phillips, R. (2003). Application of the Technology and Innovation Park Concept in the Developing World: Dimensions and Considerations, *Knowledge, Technology and Policy*. 15(4): 46-60.

<https://doi.org/10.1093/cdj/39.2.112>

R. Phillips. (2002). *Concept Marketing for Communities, Capitalizing on Underutilized Resources to Generate Growth and Development*, Westport, CT: Praeger/Greenwood Press.

Selected Presentations

Over 120 presentations including to the Organization for Economic Co-operation and Development (OECD), UN Habitat and at other international, national, regional and local conferences and events.

“Equities in Institutional Responses to COVID-19,” with Kristi Hottenstein, Kara Rabbitt, Suzanne Wilson Summers and Gabriela Weaver. Association of American Colleges & Universities annual conference, January 2021.

“Current Issues in Community Development,” Canadian Poverty Institution, Ambrose University, Community Development course, Calgary, Canada, September 2020.

“Generating Social Entrepreneurship: A Survey of Accelerators and Business Incubators,” with Patsy Kraeger, International Association for Community Development, Dundee, Scotland, 2019.

“Everyday Practices that can Foster Inclusion,” Butler Center Conversation Series, Panel, Purdue University, April 2018.

“Happiness in Public Policy: A Step by Step Guide Based on Experience in the Happiness Movement,” panel presented with John Helliwell, Jean Crowder, Lester Kurtz and Michael Moser. The 6th Organization for Economic Co-operation and Development (OECD) World Forum on Statistics, Knowledge and Policy, The Future of Well-Being. Incheon, Korea, 2018.

“Developing Community Indicators with People of Color,” co-authored with Jason Ware and presented by R. Phillips, International Society for Quality-of-Life Studies, Seoul, 2016.

“Best Honors Administrative Practices: Housing and Facilities, Reactions on Design and Delivery,” with Jane Cady, National Collegiate Honors Council, Atlanta, 2017.

“Models for Incorporating Undergraduate Research Experiences,” with Elizabeth Brite, Honors Education at Research Universities (HERU), Corvallis, Oregon, 2015.

“Changing Face of America,” American Planning Association National Conference, Los Angeles, California, 2012.

“Indicadores de Desarrollo Social,” City of Panama, Foro: Planificacion y Gestion Urbana, 2012.

“Food Focused Projects for Fostering Community Development,” Rural Wealth Creation and Livelihoods, sponsored by the Ford Foundation and the Aspen Institute, Washington, D.C., 2011.

“Measuring Success in Our Communities,” Community Matters, Orton Family Foundation convening, Denver, Colorado, 2010.

“Economic Resiliency at the Community Level,” Conference on Global Preparedness, Melbourne, Florida, 2009.

“Tourism-Based Economic Development,” sponsored by the U.S. Agency for International Development, Kyiv, Ukraine, 2008.

“Community Indicator Systems: Applicability to Development Programs in Northern Ireland,” sponsored by the U.S. Consulate, Belfast, Northern Ireland, February 2006.

“Promoting Sustainable Community Development with Indicator Systems,” Association for Canadian Studies in the US Biennial Conference, Portland, Oregon, November 2003.

LEADERSHIP DEVELOPMENT

- Society for College and University Planning (SCUP), Integrated Strategic Planning for Institutional Success, 2019
- The American Council on Education (ACE), National Women’s Leadership Forum, 2015
- Council for Advancement and Support of Education (CASE), Advanced Development for Deans and Academic Leaders, 2013

TO: New College of Florida, President Search Committee

FR: Alan T. Shao, Ph.D.
Dean, School of Business
Interim Vice President, Corporate Partnerships
College of Charleston/University of Charleston, SC

RE: New College of Florida President position

DT: February 23, 2021

Please accept this document as my official letter of interest for the President position at New College of Florida. In the *Leadership Profile*, it was stated: “Candidates for the position should demonstrate evidence of significant, successful leadership experience in a complex organizational setting; an understanding of and ability to advocate for the College’s mission; a commitment to the value and promise of outstanding, innovative liberal arts education; a deep abiding interest in student success, academic excellence, diversity, equity, inclusion and access; proven ability to lead the College’s fund-raising efforts; and the interpersonal skills to develop productive relationships with all members of the College community and other key stakeholder groups (donors, legislators, etc.).” In the following passages, I will use the major topics covered in the *Leadership Profile* to explain why I am interested in the position, review some of my past experiences, and explain how I possess the traits necessary to continue to lead New College of Florida as the premier honor’s college for the liberal arts. I will ultimately use the headings from the “Opportunities and Expectations for Leadership” section of the *Leadership Profile* (pp. 7-11) to guide my comments.

Why I am Interested in THIS President position

There are numerous reasons why I am interested in this position. First, I have been employed for a dozen years at a premier liberal arts university—College of Charleston (established in 1770) and have a passion for the liberal arts. The liberal arts are what oftentimes separates the good students from the great well-rounded students. I feel my role as the dean of the business school at the College of Charleston makes me the ideal presidential candidate, since I understand the salient challenges and opportunities of a liberal arts university as well as the business side of running a university. It also gives me the opportunity to introduce—what I call— “re-imaging the liberal arts”. (I’ll explain this concept in the “pursue vision with energy and purpose” section below.) Second, several years ago I was a professor at New College while I was an assistant professor at the University of South Florida. I traveled back and forth from Tampa to Sarasota and always enjoyed spending time with high-quality students on a beautiful campus. Third, as Vice President of Corporate Partnerships (campus-wide) and Dean of the School of Business, I have served similar roles that were described in the president job description. Those roles included strategic planning, fundraising, friend-raising, project management and budgeting. Fourth, New College has often been described as a “residential public honor college”. In the School of Business at the College of Charleston, I am proud to say that we are the only School on campus with its own honors program. (The campus has an Honors College to capture the remainder of the campus.) Lastly, the School of Business where I serve as dean has doubled

enrollment over the past decade, which is relevant since enrollment growth is an important goal of New College's *Cultivating, Curiosity, Unleashing Potential* multi-year strategic plan.

Professional Background and Leadership

As noted above, I presently serve a dual role on our campus. I split my time as Dean of the School of Business and as Vice President of Corporate Partnerships at the College of Charleston. The latter position is primarily externally-focused to increase collaboration (aka "friend raising") with off-campus stakeholders for the entire campus. I was offered this role due to my success in building solid relationships with the business/government communities and generating unprecedented philanthropy (as a dean). I have served many other leadership roles throughout my career, including on boards and president of organizations, such as the North Carolina World Trade Association, Charlotte World Trade Association, NC District Export Council, NC Sister Cities, Charlotte Mayor's International Cabinet, Charleston Metro Chamber of Commerce, Charleston Regional Economic Forecast, ESPN's Charleston Basketball Classic, Metro Chamber's Talent Advancement Cabinet, and Charleston Sister Cities. In all positions, I have been a relationship builder, which allowed me to gain the confidence and trust of others—most often to support our campus. I am an active community partner and work tirelessly with numerous organizations to strengthen our campus and communities.

As a teacher, I was named a finalist for the *Bank of America Award for Teaching Excellence* (campus-wide at UNC Charlotte), *Outstanding Professor Honor Guard* (campus-wide at the University of South Florida), *Gray's MBA Outstanding Teaching Award* (MBA program at UNC Charlotte), *Excellence in Teaching Award* (Belk College of Business at UNC Charlotte), and received the *International Education Faculty Award* (campus-wide at UNC Charlotte). My passion is to support students by positioning them to optimize their talents.

As a researcher, I was recognized among the top three individual contributors to international advertising research based on the total contributions between 1990 and 2002 (See *Journal of Advertising*, "Contributions to International Advertising Research: An Assessment of the Literature Between 1990 and 2002," [March 22, 2005] by Shaoming Zou). I have written three *Marketing Research* textbooks, more than 50 refereed journal articles, made more than 100 presentations around the world, and have been quoted in numerous publications, including *Forbes* and *Fortune*. I have also served as a marketing research consultant to numerous organizations, including Nissan, Coca-Cola, HSBC, Wells Fargo Bank, Carolina Panthers (NFL), Hendrick Motor Sports (NASCAR), and many others. (Please see my CV for a complete list.)

Now I will follow the "Opportunities and Expectations for Leadership" that was articulated in the *Leadership Profile*, to explain my qualifications.

Pursue Vision with Energy and Purpose

In this section of the *Leadership Profile*, it was pointed out that, "The president will be expected to lead the institution in reinforcing what makes New College distinctive while staking new ground as a leader in higher education's response to the intense economic, public health, and social issues facing our world.... It will be important to resist the call to replicate other liberal arts colleges...." What creates greatness is not through replication but rather through innovation. My professional training is as a marketer, inspired by my innate creative nature,

extensive world travels (over 2 million miles), and constant desire to be different...and better than the competition. I have a doctorate degree in marketing with a minor in statistics, a fairly unique combination but one that fuels me to think a bit differently from others. I've also traveled more than two million miles and have been exposed to nearly 40 countries/cultures. I feel that the beneficiaries of my training and past experiences are those entities that don't want the "same old, same old." That is not what I do.... I believe in being "distinctly better." That is, let's always be innovative so that we can be in constant motion to differentiate what we do. Let's provide generous faculty development funds to ensure that our faculty is always ahead in their disciplines. Let's provide staff development funds to ensure that our staff is up to date with recent technology and other resources to enhance their skills. Let's constantly invest in our students, to ensure that they have all they need to enhance their knowledge and experiences. Finally, let's invest in our community so that we improve alongside them. We cannot sit idle and expect excellence to just happen. We must be proactive and make excellence happen in all we do.

To enhance our campus, I would like to "re-image the liberal arts." As a longtime administrator at a liberal arts institution, I have a vision of extending the image (and reality) of the liberal arts by emphasizing the campus core—natural sciences, social sciences, arts, and humanities—while equipping all graduates with additional highly marketable skills to make them among the most "employable graduates". Our graduates would be proficient in the liberal arts and sciences, technology, and basic work principles. While New College graduates already effectively compete for employment immediately after graduation, our graduates' added skills can make them even more competitive in highly competitive job markets. To ensure that they can effectively compete throughout their careers, I believe we should arrange lifelong opportunities for alumni to periodically return to campus at a discounted rate, to strengthen their skills.

Execute a Plan for Growth

Pablo Picasso once said, *"Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success."* Whether we are a master of modern art or an academic leader, calculated plans are critical to our success. I have been involved in creating strategic plans my entire professional and academic careers. Most recently (2020), at the College of Charleston we completed our new campus strategic plan. It involved a year and a half of planning and obtaining feedback from all constituents—including the community, alumni, students, faculty, administrators, staff, and anyone else who had anything to do with our university. I was deeply involved in both the campus plan, as well as creating the vision for the business school. These plans needed to be in sync, so that they could thrive in unison.

As for New College's plan to grow the student body to 1200, I have extensive experience in growing enrollments. At the present time, I serve on the campus' Academic Enrollment Planning Team at the College of Charleston to increase enrollment throughout the institution. I was asked to join this group of leaders as enrollment has doubled in the business school since my arrival just over a decade ago. This growth was largely due to hiring excellent faculty and staff, and designing a multi-stage plan that paid close attention to our students' needs. First, we created new areas of study in high demand sectors (First Year Experiences, interdisciplinary programs, specialized finance and marketing programs, commercial real estate, information systems that embeds data analytics, supply chain management, full-time self-supporting MBA).

Second, we aggressively promoted experiential and applied learning (i.e. internships, study abroad, mentoring, simulations, etc.). This was seen as a necessity for our graduates to effectively compete for jobs. Third, we worked closely with prospective employers to fill the needs with the professional and liberal arts skills *they* required. Fourth, we established advisory boards in all programs to raise funds and get their students closer to—once again—their prospective employers. Lastly, we continued to develop students beginning their freshman year. We did so—partially—through our Student Success Center, our amazing one-stop shop that enhances the entire student experience.

Build an Inclusive and Supportive Culture for All

I was born to a Chinese father (near Shanghai) and a Caucasian mother (Bethune, South Carolina). I am, by definition, diverse. When my parents attempted to get married in 1952, the local Justice of the Peace said, “Inter-racial marriage is against the law in South Carolina, so I cannot marry you.” They did not give up, and ultimately married in North Carolina a few days later. The point is that we—as a society—have come a long way over the past 70 years. But we have a long way to go. So, we need to build a campus culture that is based on tolerance, diversity, equity and inclusion.

One of the primary reasons I believe so strongly in DEI, is that all universities should be beacons of intellectual stimulation. This does not necessarily result from simply having different skin colors on campus. It results from having different perspectives and a diverse mindset integrated throughout our campus. Consider, for example, a classroom of 50 students. If we are discussing a case study, and everyone in the classroom is exactly the same, then how many optimal solutions will result from our discussion? The obvious answer is “one,” because all participants were the same. Now let’s say that instead of having 50 students who are exactly the same, we have a classroom full of students from different walks of life—different cultures/countries, different regions, different experiences, different preferences, different views. After lengthy and robust discussions, we may end up with as many as 30 to 40 optimal solutions to the case—primarily attributable to our differences. Bottom line is that diverse mindsets embrace our differences and will enhance knowledge on all college campuses. To think that concentrating only on differences in skin color will improve campus culture is myopic, and insulting to anyone who is non-white. There is much, much more to learn about diversity, equity and inclusion if we don’t understand the full gamut of the problem.

I am an avid supporter of everyone, and I embrace differences in individuals. Last September I was privileged to lecture at the Charleston Metro Chamber of Commerce’s Diversity Dialogue Speaker event to discuss the importance of diversity, equity and inclusion. It was well-received because I could give real life recommendations on how we can guard against discrimination. In my past, I have participated in numerous diversity workshops, which helped me better understand the inequities in various organizations and how to design plans to avoid social inequities. In fact, over the past two months I have attended the Diversity & Inclusion Affinity Group discussion by AACSB, spent two days in a Diversity Training Workshop, and attended several local discussions on DEI.

I believe it is important to note that since I arrived at the College of Charleston, I have created a highly diverse workforce. I have also promoted diversity programs. For example, we launched in the business school in early-2020 our *Women4Women Summit*, where more than 200 women leaders throughout the U.S. attended. We honored former SC governor and US Ambassador to the United Nations Nikki Haley at the event. It was well-supported by community partners, including Bank of America, Volvo, SC State Ports Authority, Explore Charleston, Nephron, and many others.

I can assure you that I would hold every member of the campus accountable to improve the culture and make everyone feel as they are part of a blended family. We will hold open forums to bring to light our inclusive and caring work environment.

Improve Organizational Effectiveness

I enjoyed reading in the *Leadership Profile* that the next president should be “...skilled at maximizing performance by leveraging and engaging its rich mosaic of human, intellectual, financial and physical resources.” Indeed, the incoming president must be proficient at balancing the various resources and talent throughout campus. To do so, she/he must use the new strategic plan as a guiding light, and ensure that established goals are met. To be successful, there needs to be shared governance with a president who is transparent and receptive to all points of view. If I were the next president of New College, I would ensure that I speak to all key stakeholders both on and off campus before making any crucial decisions. My professional expertise (as an academic and business consultant) is marketing research, and so I operate on the philosophy that I gather as much pertinent and accurate information as possible before making final decisions.

After reading the campus’s *2020 Accountability Plan*, I feel that my professional experiences and training in both marketing and statistics has prepared me to satisfy the 2018-2028 Strategic Plan—*Cultivating Curiosity. Unleashing Potential*. The three fundamental tactics—student recruitment, student retention, and student value—are areas I feel that I am well-equipped to utilize my past decades of experience to satisfy all stated goals as outlined in the strategic plan. As a final note, I embrace the performance-based funding metrics and key performance indicators in the *2020 Accountability Plan* since I have used similar measures in my past leadership roles to indicate how we have performed year after year.

Grow the Resource Base

Due to the toll Covid-19 has put on New College’s financial and physical conditions—as stated in the *Leadership Profile*—I believe my business acumen and passion for the liberal arts can be the ideal ingredients to help heal campus distress. My extensive academic, business and fundraising experiences have positioned me to lead New College to new heights. As noted earlier, I have been dean and vice president at a 250 year old liberal arts campus, where our *average* building is more than 100 years old. In most cases, we renovated those buildings that were falling apart, and in other cases we replaced them with more modern infrastructure. In the *Leadership Profile*, it was noted as an example that New College’s Caples Mansion, almost 100 years old, is presently bordered up. Although I’ve never seen the structure, I envision making it a centerpiece of the campus, and possibly promoting it as “knowledge comes with age.” I am

simply referencing Caples Mansion here to demonstrate that under my leadership, I am confident that we can take the most desolate situations and make them points of campus pride. Again, my marketing background will certainly aid in promoting the greatness of New College.

As for fundraising, since I became dean in March 2009, I've raised nearly \$40 million. But we plan to do much more. We are currently working on naming the business school at \$22 million. Furthermore, thus far we have generated more than \$10 million in commitments through philanthropy toward a new building that will cost roughly \$50 million. I am confident that I will raise significantly more financial support while serving as president, since this broader position (and fewer constraints) allows me to expand my net to include leaders in various sectors.

In my Vice President role, I raise awareness of programs throughout our campus. I target alumni, CEOs, Presidents and EVPs at major corporations, including Boeing, Volvo, Mercedes Benz Vans, Bosch, BMW, Michelin and Continental Tires. These are all companies with major operations in South Carolina. I can do the same in Sarasota, throughout Florida, nationally and globally.

It may sound strange, but I truly enjoy and relish the challenge of fundraising and feel that I am highly effective at it. *The key is to have strategic goals that are worthwhile to support and match them up with specific passions of targeted donors.*

I feel it is important to note that I have an advisory board (aka Board of Governors) that is second to none in the state. It is comprised of world-class business and community leaders. It is chaired by one of the founders of Kiawah Island Resort, and vice chaired by a former Coca Cola executive. As for members, we have the former President/CEO of LaCoste Worldwide, former President/CEO of Polaroid and Briggs and Stratton, former President of one of the world's largest advertising agencies, President/CEO of InterTech Group (and she is the wealthiest woman in South Carolina and among the top 200 in the U.S.), President/CEO of the SC State Ports Authority (top 5 U.S. port), state senator (second most powerful legislative leader) and leader of the Charleston International Airport, along with high-level executives from Boeing, Volvo, Mercedes-Benz Vans, and numerous other organizations. I know that dealing with the Florida legislature is an important role of the new president. I am very comfortable with politicians and longtime South Carolina Senator Paul Campbell said he would be happy to serve as a reference for me, if requested. As noted above, he is among the top two most powerful senators in our state.

Raise Visibility

This really excites me. Throughout my career, I have raised the visibility of various entities. Most recently though, I have helped raise the visibility of both the College of Charleston and our business school. For example, in China several years ago we wanted to recruit Chinese students into our programs but no one had ever heard of the College of Charleston there—even on their websites we had no presence. So, I helped build our name over there by building a strong presence on the web and traveling throughout the country to tell prospective students about our institution and programs. The end result was a constant stream of Chinese students into our Charleston MBA program. Another example of raising visibility came from our MBA program. When I initially arrived at the College of Charleston in March 2009, we did not have an MBA program. It took one year to create it—after being blocked out for 22 years by local

competitors due to duplication of programs—and eight years later our program was nationally ranked by *US News & World Report* as the #1 MBA full-time program in terms of job placement. It continues to hold the top ranking this year.

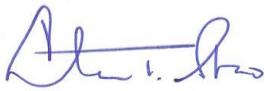
If given the opportunity to lead New College, I would aggressively promote our institution throughout the state, nation and world. I can see a unique selling proposition to position New College as the premier liberal arts institution that focuses on employable skills and high job placement for our graduates. This result can only evolve out of a close collaboration among faculty, staff, students, employers, government officials, community leaders...and the president. I'd be remiss if I didn't comment about online education. I believe there is a virtual space for every institution of higher learning. The obvious strength is that online courses extend our reach to new markets—whether locally, nationally or abroad. I need to learn more about virtual offerings at New College before I can effectively discuss its possible strategic role.

Final Remarks

The selection of the next President of New College of Florida is critical to the institution's long-term survival, since she/he will be providing present and future direction, while impacting the well-being of the community. In collaboration with stakeholders, she/he must provide a clear vision, solid leadership, be collaborative, consultative, fiscally sound, and excel in engaging others to support the institution. The individual must be an effective communicator, fundraiser and friend-raiser. Above all, she/he must have a passion for the liberal arts while being a person of high moral character, inclusive, transparent and represent the institution with integrity.

If selected to be the next President of New College of Florida, I will be dedicated to serving the needs of the students, alumni, faculty, staff, and administration while being a tireless supporter of the community. I will concentrate on ensuring that New College continues to flourish as an innovative and top ranked public, four-year undergraduate college and ultimately becomes one of the top 20 liberal arts colleges in the nation. I look forward to discussing my vision and perspectives about the future of education at New College of Florida.

Respectfully submitted,



Alan T. Shao, Ph.D.
Interim Vice President, Corporate Partnerships
Dean, School of Business
College of Charleston

VITA

ALAN T. SHAO, PH.D.

**Interim Vice President, Corporate Partnerships
Dean, School of Business
Professor of Marketing**

College of Charleston
University of Charleston, SC
Charleston, South Carolina 29424 USA

EDUCATION

Ph.D. **University of Alabama**, Tuscaloosa, Alabama;

Major: Marketing

Minor: Statistics

M.B.A. **Old Dominion University**, Norfolk, Virginia;

Concentration: Management.

B.S. **Old Dominion University**, Norfolk, Virginia;

Major: General Business.

National Taiwan University, Taipei, Taiwan;

Attended for one year for study abroad.

Negotiation Certification, **Harvard University**, Harvard Law School;

Program: Negotiation for Senior Executives.

ACADEMIC EXPERIENCE

Interim Vice President, Corporate Partnerships, College of Charleston, June 2019-present.

Dean, School of Business, College of Charleston, March 2009-present.

Jack Tate Distinguished Professor of Marketing, College of Charleston, October 2009-October 2011.

Associate Dean of Graduate and Global Programs, Belk College of Business, UNC Charlotte, May 2005-March 2009.

North Carolina Ports Professor of Marketing and International Business. UNC Charlotte, July 2003-July 2007.

Professor of Marketing. UNC Charlotte, promoted July 2000.

Director, International Business Programs. UNC Charlotte, January 1998-May 2005.

Associate Professor of Marketing. Also granted permanent tenure, UNC Charlotte, promoted July 1994.

Assistant Professor of Marketing. UNC Charlotte, promoted July 1990.

Assistant Professor of Marketing. Kennesaw State College, Marietta, Georgia. (1989-1990).

Visiting Assistant Professor, University of South Florida, Tampa, Florida. (1988-1989).

Instructor, Norfolk State University, Norfolk, Virginia.

Computer Operations Manager, Globe Information Systems of Virginia, Norfolk, Virginia. (1981-1983). Monitored and facilitated computer mainframes used to create tickets for entertainment events at convention centers throughout southeast U.S.

INTERNATIONAL TRAVEL

Australia, Austria, Bahamas, Belgium, Brazil, Canada, China (visited more than 100 times), Denmark, England, France, Germany, Hong Kong SAR, India, Japan, Macau SAR, Mexico, Netherlands, Panama, Poland, Puerto Rico, Saudi Arabia, Scotland, Singapore, South Korea, Spain, Sri Lanka, Sweden, Switzerland, Taiwan (also university study for one year), Vietnam and Virgin Islands.

PUBLICATIONS AND RESEARCH

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Perry, Monica L. and Alan T. Shao (2003), "Internet Marketing Communications in the Selling Process: A Global Study of Advertising Agencies' Use of E-mail and Websites," *Journal of Promotion Management*, Volume 9, Number 1/2, pp. 17-29.

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Raymond, Mary Anne, Jonghoon Kim and Alan T. Shao (2001), "Export Strategy and Performance: A Comparison of Exporters in a Developed Market and Emerging Market," *Journal of Global Marketing*, Volume 15, Number 2, pp. 5-30.

Shao, Alan T., Mary Anne Raymond and Charles Ray Taylor (1999), "Shifting Advertising Appeals in Taiwan," *Journal of Advertising Research*, Volume 39, Number 6 (November- December), pp. 61-69.

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- Hill, John S. and Alan T. Shao (1994), "Agency Participants In Multicountry Advertising: A Preliminary Examination of Affiliate Characteristics and Environments," in Journal of International Marketing, Volume 2, Number 2, pp. 29-48.
- Shao, Alan T. and Paul Herbig (1994), "Parent Agency Influence and Control Over Foreign Affiliates: A Global Advertising Perspective" in International Journal of Commerce and Management, Volume 4, Numbers 3 & 4, pp. 50-67.
- Herbig, Paul and Alan T. Shao (1994), "Innovative Capabilities of Nations: An Investigation into the Influence of Culture with Special Emphasis on Japan," in Journal of International Marketing, Volume 2, Number 2, pp. 23-40.
- Shao, Alan T. and David S. Waller (1994), "Advertising Standardisation in the Pacific Rim: What Stands in the Way?" in Asia Pacific Journal of Marketing and Logistics, Volume 5, Number 3, pp. 43-55.
- Shao, Alan T. and John S. Hill (1994), "Advertising Sensitive Products in Magazines: A Global Review of Legal and Social Restrictions," in Multinational Business Review, Volume II, Number 2 (Fall), pp. 16-24.
- Shao, Alan T. and David Waller (1994), "U.S. Parent Agency Control: Advertising Agencies in Australia," Media Information Australia, Number 71 (February), pp. 4-11.
- Carpano, Claudio and Alan T. Shao (1994) "Strategy, Structure, and Resources in Multinational Advertising Agencies," Multinational Business Review, Volume II, Number 2 (Fall), pp. 25-32.
- Herbig, Paul and Alan T. Shao (1994) "Keiretsu -- The Future of American History?" Futures Research Quarterly, Volume 10, Number 3, pp. 57-80.
- Shao, Alan T. and Paul Herbig (1993), "The Future of Sogo Shosha in a Global Economy," International Marketing Review, Volume 10, Number 5, pp. 38-57.
- Herbig, Paul and Alan T. Shao (1993), "The Future of Japan's Keiretsu in a Global Market," Journal of International Marketing, Volume 1, Number 4, pp. 3-17.

Shao, Alan T. (1993) "Restrictions On Advertising Items That May Not Be Considered 'Decent': A European Viewpoint," in Journal of Euromarketing, Volume 2, Number 3, pp. 23-43.

Shao, Alan T. (1993), "Standardized Advertising Campaigns: Impediments Encountered by European Agencies" in Journal of Promotion Management, Volume 1, Number 4, pp. 37-52.

Shao, Alan T. and Paul Herbig (1993), "Advertising After Communism," in the Journal of International Marketing, Volume 1, Number 3.

Shao, Lawrence P. and Alan T. Shao (1993), "A Comparative Analysis of the Capital Budgeting Strategies Adopted by U.S. Subsidiaries Operating in Different World Regions," in Journal of Global Business, Volume 4, Number 1 (Spring), pp. 13-20.

Shao, Lawrence P. and Alan T. Shao (1993), "Capital Budgeting Practices Employed by European Affiliates of U.S. Transnational Companies," in Journal of Multinational Financial Management, Volume 3, Number 1/2, pp. 95-109.

Shao, Alan T. and Lawrence P. Shao (1993), "U.S. Agency Control Over European Affiliates: An Exploratory Study in the Advertising Industry," in Journal of Euromarketing, Volume 2, Number 4, pp. 7-24.

Herbig, Paul and Alan T. Shao (1993), "American Keiretsu: Fad or Future," in Journal of Business to Business Marketing, Volume 1, Number 4, pp. 3-30.

Shao, Alan T. (1992), "Agency-Client Relationship in the Global Marketplace: Is It A Teamwork Approach or Independent Association?" in Journal of Global Business, Volume 3, Number 2 (Winter), pp. 25-31.

Shao, Alan T. and John S. Hill (1992), "Executing Transnational Advertising Campaigns: Do U.S. Agencies Have the Overseas Talent?" in Journal of Advertising Research, (January/ February), Volume 32, Number 1, pp. 49-58.

Shao, Alan T., Lawrence P. Shao, and Dale H. Shao (1992), "Are Global Markets with Standardized Advertising Campaigns Feasible?" in Journal of International Consumer Marketing, Volume 4, Number 3, pp. 5-16.

Shao, Alan T. (1991), "Joint Venture or Wholly-Owned: Which Produces the Best Results in the Advertising Industry?" in Journal of Global Marketing, Volume 5, Number 1, pp. 107-124.

Refereed Proceedings & Presentations

Refereed Proceedings

Shao, Alan T. and Gayle Ireland, "Development of Brand Name Preferences: A Multi-Country Study, *International Academy of Business and Economics*, October 19-22, 2008.

Shao, Alan T. and Gayle Ireland, "The Meaning of Different Logo Types Associated with E.D.: Empirical Evidence from the U.S., Germany, Italy and Brazil," *International Business & Economics Research Conference*, September 29-October 2, 2008.

Li, Julie Juan, Kevin Zheng Zhou, and Alan T. Shao, "Competitive Strategy, Managerial Ties, and Profitability of Foreign Firms in China," *Academy of International Business Annual Conference*, Milan, Italy, June 30-July 3, 2008.

Shao, Alan T. and Yeqing Bao, "Establishing Brand Names by Examining Their Relevance, Connotation, and Pronunciation: Preliminary Findings," *International Academy of Business and Economics*, October 15-18, 2006.

Li, Julie J., Kevin Zheng Zhou, and Alan T. Shao, "Market Orientation or Managerial Ties? How Foreign Firms Achieve Competitive Advantage in Emerging Economies," *Academy of International Business Annual Conference*, Beijing, China, June 23-25, 2006.

Shao, Alan T. and Monica L. Perry, "Advertising Agency-Client Communicate Worldwide: Preliminary Results," *Association for Global Business*, November 2004.

Waller, David S. and Alan T. Shao, "Advertising Standardisation in Australia: Some Preliminary Results," *Academy of World Business Marketing and Management Development Conference*, Queensland, Australia, July 13-16, 2004.

Waller, David, Alan T. Shao, Yeqing Bao and Monica Perry (2003), "Advertisers' Influence on Agency Functions: A Cross Cultural Study," *Australia and New Zealand Communication Association (ANZCA) Conference*, July 9-11, Brisbane, Australia.

Shao, Alan T., Monica L. Perry, Yeqing Bao and John S. Hill, "Beware of Select Advertising Talent Shortfalls Worldwide," *Hawaii International Conference on Business*, June 2003.

Shao, Alan T. Monica L. Perry and Yeqing Bao, "Ad Agency Personnel Availability: Globally and by Cultural Context," *The International Business & Management Research Conference*, Hawaii, June 2003.

Shao, Alan T., Yeqing Bao and Elizabeth Gray (2002), "An Investigation of Comparative Advertising Between High Context and Low Context Cultures," *Association for Global Business*, November 22-24 (Abstract).

Perry, Monica L. and Alan T. Shao (2002), "An Exploratory Study of Web Site Versus Personal Communication in the Selling Process," *American Marketing Association* (Winter), Austin, Texas, February.

Perry, Monica L. and Alan T. Shao (2002), "Internet Marketing Communications: A Global Study of Advertising Agencies," *Business Research Yearbook, Global Business Perspectives, International Academy of Business Disciplines (IABD) 14th Annual Conference*, Marina del Rey, California, Volume IX, pp. 46-51.

Shao, Alan T. and Yeqing Bao (2001), "Unique Positioning to an Elusive Market: Targeting Teenagers," submitted to the *2001 Academy of Marketing Science* annual conference, San Diego, CA, November.

Shao, Alan T. and Monica L. Perry (2001), "Advertising Agency-Client Relationships: The Road to Improvement," submitted to *2001 Hawaii Conference on Business*, Honolulu, Hawaii, June 14-17.

Shao, Alan T. (1999), "Global Marketing Research on the World Wide Web," *Association for Global Business*, Las Vegas, November 18-21 (Abstract).

Raymond, Mary Anne, Alan T. Shao, and Jonghoon Kim (1998), "Export Motives of Firms Based in South Korea and the United States," *Academy of Marketing Science Annual Conference Proceedings*, Norfolk, VA, May, p. xxii.

Raymond, Mary Anne, Charles R. Taylor, and Alan T. Shao (1998), "Socio-Cultural Factors Underlying Restrictions and Regulations Affecting Advertising Across Product Types in Taiwan," *1998 Marketing and Public Policy Conference Proceedings*, Arlington, VA, June, pp. 67-68.

Shao, Alan T. (1997), "The Availability of Advertising Talent in Taiwan: Plentiful or Pitiful?" *The Eighth Biennial World Marketing Congress, Academy of Marketing Science Proceedings*, held in Kuala Lumpur, Malaysia, June.

Shao, Alan T. and Daniel Wu (1997), "Keys To Improving Business Practices in China," *Southern Marketing Association Proceedings*, Allied Southern Business Association, November, pp. 121-124.

Shao, Alan T. (1997), "An Evaluation of Advertising Talent in Taiwan," *Academy of International Business-Southeast Region Proceedings*, November, pp. 1-13.

Shao, Alan T. and Lawrence P. Shao (1997), "A Status Report of the Advertising Industry in Taiwan," *Academy of Chinese Management Educators Conference Proceedings*, Las Vegas, August, pp. 340-348.

Herbig, Paul, Rama Yelkur, John Milewicz and Alan T. Shao (1996), "Japanese Generation X," *Southern Marketing Association Proceedings*, New Orleans, LA, November 5-10.

Shao, Alan T., Lawrence P. Shao, and Dale H. Shao (1995) "Advertising in China: A Status Report," *Academy of International Business Southeast US Region Proceedings*, Orlando, Florida, November 8-12.

Shao, Lawrence P. and Alan T. Shao (1995), "International Credit Management Policies of U.S. Subsidiaries," *Academy of International Business Southeast US Region Proceedings*, Orlando, Florida, November 8-12.

Shao, Alan T. (1995), "Environmental Influences On U.S. Multinational Advertising Agencies: A Market Development Perspective," *Marketing in Asia Pacific: Challenges & Opportunities of Marketing in a Dynamic Region*, *American Marketing Association and Korean Marketing Association Proceedings*, Seoul, Korea, May.

Shao, Alan T. (1994) "An Empirical Examination of Advertising Standardization Feasibility Throughout the Pacific Rim," *America Chinese Management Educators Association (ACME) IV International Conference Proceedings*, Toronto, Canada, August.

Shao, Alan T. (1994), "Greater China: A Marketer's Dream?" *Atlantic Marketing Association's Annual Meeting Proceedings*, Atlantic City, NJ, October.

Shao, Alan T. and Paul Herbig (1994) "Marketing Implications of China's Little Emperors" *Academy of International Business, Northeast US Region Proceedings*, Scranton, Pennsylvania, June.

Shao, Alan T. and Lawrence P. Shao (1994) "Greater China: Marketing Within The Economic Entity Of The People's Republic Of China, Hong Kong And Taiwan," *Proceedings, 1994 Southwestern Marketing Association Conference*, Dallas, Texas, March.

Herbig, Paul and Alan T. Shao (1994) "Keiretsu -- American Style," *Proceedings, Association of Marketing Theory and Practice National Marketing Conference*, in Jekyll Island, Georgia, March.

Shao, Alan T. and David Waller (1993) "Head Office-Foreign Subsidiary Relationships in the Advertising Industry: Close Friends or Distant Relatives?" *Proceedings*, Australian Communication Association National Conference, Melbourne, Australia, July.

Shao, Lawrence P., Alan T. Shao and Iftekhar Hasan (1993) "Determinants of International Capital Structure," *Academy of International Business Proceedings*, Maui, Hawaii, October.

Carpano, Claudio and Alan T. Shao (1993) "Strategy, Structure and Resources in Multinational Advertising Agencies," *Academy of International Business Proceedings*, Maui, Hawaii, October.

Shao, Alan T. and David S. Waller (1993) "Memos From Head Offices: A Study of U.S.-Based Advertising Agencies in Australia," *Southern Marketing Association 1993 Proceedings*, Atlanta, Georgia, November, pp. 402-405.

Shao, Alan T. (1993) "An Evaluation of Advertising Personnel in Europe," *Proceedings, Academy of Business Administration National 1993 Conference*, Las Vegas, Nevada, February, pp. 648-655.

Shao, Lawrence P. and Alan T. (1993) "An Examination of the Capital Budgeting Practices Employed by U.S. Subsidiaries Located in North and South America," *Academy of International Business- Northeast Region Proceedings*, Scranton, Pennsylvania, June.

Herbig, Paul and Alan T. Shao (1993) "A Profile of the Japanese Sales Philosophy," *Proceedings, Atlantic Marketing Association Annual Conference*, Orlando, Florida, October, Volume IX, pp. 99-104.

Shao, Alan T. and Paul Herbig (1993) "Keiretsu 2001," *Proceedings, Atlantic Marketing Association Annual Conference*, Orlando, Florida, October, Volume IX, pp. 86-90.

Shao, Alan T. and Lawrence P. Shao (1992) "Should Foreign Advertising Agencies Have High Expectations As They Enter The Chinese Market?" *Proceedings, The International Symposium on Multinational Business Management Proceedings*, Nanjing University in the People's Republic Of China, December, pp. 272-280 (manuscript also translated into Chinese).

Shao, Alan T. and David S. Waller (1992) "Impediments to Advertising Standardisation in the Asia Pacific: A Preliminary Study," *Proceedings, The Australian & New Zealand Academy of Management (ANZAM) Conference*, Sydney, Australia, December.

Shao, Alan T. (1992), "Client Desires and Cooperation with U.S. Advertising Agencies in Foreign Markets," *Southern Marketing Association Proceedings*, New Orleans, LA, November, pp. 114-117.

Shao, Lawrence P. and Alan T. Shao (1992) "Capital Budgeting Techniques Used by U.S. Subsidiaries Operating in Pacific-Basin Regions," *Proceedings, Association of Global Business Conference*, New Orleans, LA, November, p. 369.

Shao, Alan T. and Danny R. Page (1992) "The Current Status and Future Advertising Potential of U.S. Agencies Abroad: A Look at the Four Little Dragons," *Proceedings, Atlantic Marketing Association Annual Meeting*, Greensboro, NC, October, Vol. VIII, pp. 448-452.

Shao, Alan T. and John S. Hill (1991), "Approaching the Soviet Advertising Market -- Expectations about Agency Service Mixes," *Proceedings*, Academy of International Business United Kingdom Region Annual Conference, London, England, April, Volume 2, pp. 1-16.

Shao, Alan T. (1991), "A Comparison of Environmental Factors in the Pacific Asian Region and the European Community: An Advertising Perspective," *Proceedings*, International Symposium on Pacific Asian Business, Academy of International Business, Honolulu, Hawaii, January 6-9.

Shao, Alan T. (1991), "How Are U.S. Multinational Advertising Agencies Doing In Developed and Developing Markets?" *Southern Marketing Association Proceedings*, Atlanta, Georgia, November 6-9, pp. 276-279.

Shao, Alan T. (1990), "To What Extent Do Multinational Advertising Agencies Perform Global Campaigns?" *Southern Marketing Association Proceedings*, Orlando, Florida, November 7-11, pp. 427-30.

Shao, Alan T. (1989), "Executive Perceptions of Advertising Expert Availability: A Comparative Analysis Between Asia and Other World Regions," *Proceedings*, Conference on Marketing and International Business into the 1990s: China, Hong Kong and the Pacific Rim, Hong Kong, November 30.

Refereed Presentations

Shao, Alan T., Monica L. Perry and Dale H. Shao (2001), "Are Advertising Agencies Worldwide and their Clients Communicating Effectively?" *Association of Global Business*, Cancun, Mexico, November.

Shao, Alan T. (1998), "A Note About U.S. Advertising Talent Operating in Selected Markets Abroad," *American Academy of Advertising*, Lexington, KY, March 27-30.

Shao, Lawrence P. and Alan T. Shao (1994), "Financial Control Systems of North & Latin American Subsidiaries," *Association for Global Business* annual meeting, Las Vegas, November.

Shao, Alan T. and James K. Weekly (1994) "An Examination of the Past, Present, and Future Role of Advertising in China," at the *Academy of Business Administration 1994 International Conference*, in London, England, June.

Shao, Lawrence P., Iftekhar Hasan and Alan T. Shao (1993) "Determinants of Capital Budgeting Strategies: An Econometric Analysis of U.S. Multinational Subsidiaries," at the *Financial Management Association* annual meeting, Toronto, Canada, October.

Non-Refereed Presentations & Publications

- Shao, Alan T. and Jacki Renegar (2020), “2020 Economic Forecast,” *29th Annual Economic Outlook Conference*, Charleston, SC, March 4.
- Shao, Alan T. and Jacki Renegar (2019), “2019 Economic Forecast,” *28th Annual Economic Outlook Conference*, Charleston, SC, February 28.
- Shao, Alan T. (2016), “The Economic Growth of the Charleston Region and Throughout the State,” Investors Group, Charleston Place Hotel, April 19.
- Shao, Alan T. (2013), “Elite Eight” Top Symbols of Success in Modern China, *German Chamber of Commerce in Shanghai*, China, October-November issue.
- Shao, Alan T. with D. Zachary Shao (2012), “China’s Rise to Economic Stardom: A Plan for the U.S. to Capitalize on its Growth, *American Society of Business and Behavioral Sciences*, Las Vegas, February 23-26.
- Shao, Alan T. (2011), “Recruiting and Retaining Faculty in a Challenging Era,” AACSB International, Annual Deans Conference, February 10.
- Shao, Alan T. (2010), “The Changing Complexion of Business Schools,” Fudan University, School of Management, Shanghai, China, June.
- Xiamen University (2010), “The Past, Present and Future of U.S. Business Schools”, June.
- Shao, Alan T. (2010), “School of Business: We’re Moving Forward and Abroad,” Charleston Rotary Club, January 11.
- Shao, Alan T. (2009), “Preparing Our Students to Compete Globally,” Mount Pleasant Rotary Club, October 3.
- Shao, Alan T. (2009), “Globalization of CofC’s Business School: 2009 and Beyond,” Charleston Women in International Trade, September 8.
- Shao, Alan T. (2008), “Companies and University Business Schools: Growth of Global Partnerships,” seminar conducted by Charlotte Chamber of Commerce and Greer & Walker (accounting firm), September 11.
- Shao, Alan T. (2006), “International Business Programs—Development and Implementation,” Accounting Honor Society *Beta Alpha Psi*, October 26.
- Shao, Alan T. (2006), “Doing Business in China,” *NC World Trade Association—Asheville Chapter*, October 13.
- Shao, Alan T. (2006), “The Global Service Economy: Advantage India,” *University of New Delhi, Faculty of Management Studies*, Delhi, India, February.

Shao, Alan T. (2005), panelist for “Low-Cost Means for International Business Assistance,” NC World Trade Association, October.

Shao, Alan T. (2005), panelist and presenter of Global Business Trends for Small/Mid-size Businesses, *Charlotte Chamber of Commerce*, Small Business Week, April 21.

Shao, Alan T. (2005), “Scholarly Research of Advertising Agencies, Technologies, Brand Equity, and Export Efforts,” Fudan University, January 5.

Shao, Alan T. (2005), “Expanding the Global Bridge: Creating a Partnership Between Universities in North Carolina and Fudan University,” January 5.

Shao, Alan T. (2004), “Research Findings About the North Carolina World Trade Association,” NCWTA Quarterly Board Meeting, March 2004.

Shao, Alan T. (2003), “Trends in Marketing Research Worldwide,” *The Third Golden Tripod Award for Chinese Marketing Excellence & Chinese Marketing Forum*, Hangzhou, China, October.

Shao, Alan T. (2002), "Researching Global Markets: Online versus Offline Data Collection Methods," International Education Awards Banquet, April 19.

Shao, Alan T. and Monica L. Perry (2001), "U.S. Advertising Agencies and their Clients: A Global View of their Communication Efforts, *Academy of International Business*, Sydney, Australia, November. (poster session)

Shao, Alan T. (2001), "Marketing Research Worldwide," *Beijing Institute of Management*, June.

Shao, Alan T. (2001), "U.S. Multinational Advertising Agencies," *Beijing Institute of Management*, June.

Shao, Alan T. (2001), "Multinational Advertising Agencies' Strategies, Structures and Technologies," at UNC Charlotte Applied Research Center's televised "*Spotlight on Research*" seminar series, February 1.

Shao, Alan T. (2000), "Top 10 Changes and Challenges in Business Education," to Charlotte Sales and Marketing Executives, Hilton Executive Park, Charlotte, NC, April 25.

Shao, Alan T. (2000), "Relationships Between Marketing Research and Electronic Commerce in the U.S. and China," to faculty and students at Shenzhen University, Shenzhen, China, March 10.

Shao, Alan T. (2000), "Similarities and Differences in Marketing Research When Conducted in China and the U.S.," to middle and senior level researchers at China Merchants Bank, Shenzhen, China, March 9.

Shao, Alan T. (2000), "Designing and Implementing Cooperative Research Worldwide," to faculty at Hong Kong Baptist University, Hong Kong, March 6.

Shao, Alan T. (1999), "An Evaluation of Cultural Scale Biases," *Society for Marketing Advances*, Atlanta, Georgia, October 26-27.

Shao, Alan T. (1999), "Conducting Primary and Secondary Global Market Research on the World Wide Web," Greensboro Export Assistance Center, U.S. Department of Commerce, Greensboro Convention Center, April 28.

Shao, Alan T. (1998), "International Market Research On The World Wide Web," *International Electronic Commerce*, offered by the Charlotte Chamber Export Advisory Council, Charlotte Convention Center, November 10.

Shao, Alan T. (1998), "Market Research Assistance," *Secrets of International Success*, offered by the Charlotte Chamber of Commerce Export Advisory Council, Marriott Hotel, December 9.

Shao, Alan T. (1998), "Advertising in Taiwan," *Society for Marketing Advances*, New Orleans, November.

Shao, Alan T. (1998), "Importance of International Business and Marketing Research," International Business Camp, UNCC, June 15.

Shao, Alan T. (1997), "Hong Kong Returns Home, But What's Ahead" for the *UNCC Alumni Magazine*, Fall edition.

Shao, Alan T. (1997), "International Research and Advertising," two-hour presentation at the International Business Camp, UNCC, July 15.

Shao, Alan T. (1997), "A Perspective of the Future of Hong Kong and Taiwan: Business Boom or Gloom?" to UNCC Belk College of Business Administration Advisory Council, March 5.

Shao, Alan T. (1997), "Proposal for the Center for International Business," to Export Advisory Council, Charlotte Chamber of Commerce, February 24.

Shao, Alan T. (1996), "A Marketing Study of the Metalforming Industry," to Murata Wiedemenn, June 6.

Shao, Alan T. (1995), "Foundations of Successful International Market Research," Targeting Foreign Markets," business seminar with 75 Charlotte-area practitioners in attendance, May 25.

Shao, Alan T. (1994), "Pacific Region," Global Trading: Current Trends and Future Implications, business seminar with 70 Charlotte-area practitioners in attendance, presented local perspective on opportunities in the Pacific Rim, October 18.

Shao, Alan T. (1994), "U.S. Business Opportunities in Asia" presented to the Kannapolis Rotary Club, October 4.

Shao, Alan T. (1994), "Tips From A Survivor," presented at the Academic Affairs New Faculty Orientation, UNCC, August 16.

Shao, Alan T. (1994), "Asian Markets: What's All The Interest About?" presented to the Charlotte World Affairs Council, Prospectives Series, June 7.

Shao, Alan T. (1994), "The Feasibility of Advertising Standardization throughout the Pacific Rim," presented to practitioners, faculty and students at National Chengchi University, Taipei, Taiwan May 9.

Shao, Alan T. (1994), "The Impact of 'Greater China' on Member Nations' Present Marketing Operations," presented to faculty and students at Shanghai Jiao Tong University, Shanghai, China May 14.

Shao, Alan T. (1994), "Promotional Standardization in the Pacific Rim: Possible or Improbable?" presented at to faculty and students at Hong Kong Baptist University, Hong Kong May 17.

Shao, Alan T. (1994), "Marketing in 'Greater China': Its Impact on Member Nations," presented to practitioners, faculty and students at Lingnan College, Hong Kong May 18.

Shao, Alan T. (1994), "NAFTA: A Good Friend of the United States and North Carolina," Informativo Latino, Spring.

Shao, Alan T. (1994), "Implications of 'Greater China' for U.S. Businesses" presented to the Charlotte Rotary Club, March 29.

Shao, Alan T. (1994), "Career Opportunities in International Marketing and Export Sales," Marketing and Exporting Sales session, The Seventh Annual Student Conference on Careers in International Business, held at UNCC, February 28.

Shao, Alan T. (1994), summarized research interests and articles submitted for publication to UNCC Belk College of Business faculty at the brown-bag lecture series, January 26.

Shao, Alan T. (1993), "Time To Make A Change? A Review Of Teaching Styles In Our Marketing Classrooms," *Marketing Educator* (Fall), Volume 12, Number 4, p.10.

Shao, Alan T. (1993), "Marketing headaches studied," in *Ad News*, Australia, April 23, p. 29.

Shao, Alan T. (1993), "International Advertising," University of North Carolina at Charlotte, International Marketing class, April 7.

Shao, Alan T. (1992), "World Trends in Advertising," Shanghai Jiao Tong University, Division of International Exchanges, Shanghai, China, December 8.

Shao, Alan T. (1992), "The Current Status of Advertising in China and Ways to Improve Advertising There," Shanghai Jiao Tong University, Division of International Exchanges, Shanghai, China, December 7.

Dissertation

"An Empirical Study of the Structures, Strategies and Environments of U.S. Multinational Advertising Agency Affiliates," The University of Alabama 1989, Copyright@ATSHAO.

Books

Marketing Research: An Aid to Decision Making, Third edition. Copyright 2007. Cincinnati, Ohio: Thomson Custom Publishing, coauthored with Kevin Zheng Zhou.

Marketing Research: An Aid to Decision-Making, Second Edition. Copyright 2002. South-Western, a division of International Thompson Publishing. 600 pages. (sole authorship)

Marketing Research: An Aid to Decision-Making. Copyright 1999. South-Western College Publishing, a division of International Thompson Publishing. 600 pages. (sole authorship)

Marketing Research: Instructor's Manual (2002). This book is a supplement to the primary textbook, 300 pages. (sole authorship)

Marketing Research: Instructor's Manual (1999). This book is a supplement to the primary textbook, 310 pages. (sole authorship)

Marketing Research: Test Bank (2002). This manual is a supplement to the primary textbook, 1000 questions; along with 200 questions for Web site quizzes. (sole authorship)

Marketing Research: Test Bank (1999). This manual is a supplement to the primary textbook, 1000 questions. (sole authorship)

Reprints

Shao, Alan T., Lawrence P. Shao, and Dale H. Shao (1994), "Are Global Markets with Standardized Advertising Campaigns Feasible?" in *Globalization of Consumer Markets Structures and Strategies*, Ed. Salah Hassan and Erdener Kaynak, Haworth International Business Press, Section IV, pp. 195-208.

Shao, Alan T. and Lawrence P. Shao (1994), "Should Foreign Advertising Agencies Have High Expectations As They Enter The Chinese Market?" in *Research on Multinational Business Management and Internationalization of Chinese Enterprises*, Ed. Daniel E. McCarty and Stanley J. Hille, Nanjing University, pp. 272-280.

OTHER SCHOLARLY ACTIVITIES

Journal Activities

Editorial Review Board, *Journal of Current Research in Global Business* (JCRGB), 2002.

Ad Hoc Reviewer for *Journal of Business Research*.

Ad Hoc Reviewer for *Journal of Advertising Research*.

Ad Hoc Reviewer for *Case Research Journal*.

Ad Hoc Reviewer for *Journal of Advertising*.

Ad Hoc Reviewer for *Journal of International Marketing*.

Ad Hoc Reviewer for *Multinational Business Review*.

Ad Hoc Reviewer for *Journal of Euromarketing*.

Ad Hoc Reviewer for *Journal of Global Business*.

Ad Hoc Reviewer for *Journal of Asia-Pacific Business*.

Textbook Activities

Marketing: An Introduction, 3rd edition and *Principles of Marketing*, 5th edition by Philip Kotler and Gary Armstrong. Incorporated international topics into all chapters of the text and assisted with the "Environment" chapter.

Assisted with manuscript for *Mathematics for Management and Finance*, Southwestern Publishers, Stephen P. Shao and Lawrence P. Shao, 1990.

Reviewed *Principles of Marketing*, by Philip Kotler and Gary Armstrong, Prentice Hall Publishing Company, June 1994.

Reviewed six chapters for Steve Skinner's *Principles of Marketing* textbook, for second edition consideration for Houghton Mifflin Company, May 1992.

Reviewed five chapters and prospectus of Sanjeev Agarwal's *International Marketing* textbook, for adoption consideration by PWS-Kent Publishing Company, March 1992.

Reviewed three chapters and prospectus of *International Business*, for adoption consideration by Harcourt Brace Jovanovich Publishing Company, May 1991.

Marketing: An Introduction, by Philip Kotler and Gary Armstrong. Critiqued and rewrote part of the "Marketing Strategy" chapter to introduce international marketing topics into the chapter, for Prentice Hall Publishing Company, October 1991.

Conference Activities

Southern Business Administration Association, Nashville, TN, January 2020.

Southern Business Administration Association (Southern Deans Meeting), Asheville, NC, July 2009.

AACSB International Annual Meeting, Orlando, FL, February 2009.

2008 15th Annual Part-Time MBA Conference, "Globalization of Part-Time MBA Programs," Pepperdine University, Malibu, CA, October 23-24, 2008.

Session Chair, Marketing-Marketing Research, IABE 2008 Annual Conference, October 19-22, 2008

AACSB International, Graduate Programs Conference, table topic moderator regarding the role of distance learning in domestic and global graduate education, Baltimore, MD, November 15-17, 2007.

AACSB International, Associate Deans and Data Management Conference, planning committee, Charlotte, NC, December 7-9, 2006.

AACSB International, Associate Deans and Data Management Conference, speaker and session chair, “Globalization of B-Schools: How’d They Do That?” Charlotte, NC, December 8, 2006.

AACSB International/EFMD International Conference and Annual Meetings. “Management Development in a Different Light,” Paris, France, April 23-25, 2006.

AACSB International, Aspiring Dean’s Conference, Charlotte, NC 2006.

Workshop leader with Vern Terpstra, *30th Annual World Trade Council of Wichita 2006, Internationalization of Business School Curricula*, “Internationalization of Marketing & Consumer Behavior and International Marketing in Majors/Concentrations,” May 19-20, 2006.

Reviewed a paper for *Journal of Business Research*, June 2006.

Reviewer, Academy of International Business, reviewed two papers for Academy of International Business annual conference, Beijing, China, February 2006.

Presenter of Philip Kotler Awards to corporate recipients at *The Third Golden Tripod Award for Chinese Marketing Excellence & Chinese Marketing Forum*, Hangzhou, China, October 2003.

Presented partnership agreement by the *Society for Marketing Advances* to the President of the Golden Tripod Award group at *The Third Golden Tripod Award for Chinese Marketing Excellence & Chinese Marketing Forum*, Hangzhou, China, October 2003.

Reviewed three papers for the *Association for Global Business*, July 2003.

Session Chair, 2003 *Hawaii International Conference on Business*, June 2003.

Reviewed one paper for the *Journal of Advertising*, December 2002.

Reviewed two papers for the *2003 Academy of Marketing Science Annual Conference*, e-Commerce track, November 2002.

Reviewed two papers for the *Association for Global Business*, July 2002.

Reviewed two papers for the *Academy of Consumer Research 2002 Asia-Pacific Conference*, November 2001.

Discussant, three papers, *Academy of International Business Annual Conference*, November 2001.

Session Chair, *Academy of Marketing Science Conference*, San Diego, CA, June 2001.

Session Chair, Hawaii Conference on Business, Honolulu, Hawaii, June, 2001.

Program Committee, *Academy of International Business 2000 Annual Conference*, Summer 2000.

Reviewed one paper for the *2000 Academy of Marketing Science Conference*, November 1999.

Track Chair, "Global/International Marketing Issues," *Society for Marketing Advances*, Atlanta, GA, October 1999.

Reviewed one paper for the *Academy of International Business*, Charleston, SC, October 1999.

Reviewed two papers for the *Society of Marketing Advances*, Atlanta, GA, October 1999.

Reviewed one paper for the *Academy of Marketing Science Conference*, International Marketing Strategy Track, May 1999.

Reviewed one paper for the *Academy of Marketing Science Conference*, International Marketing Strategy track, December 1998.

Placement Director, *Academy of International Business*, Vienna, Austria, October 1998.

Session chair for *Academy of International Business*, Vienna, Austria, October 1998.

Participant in the *Title VI-B Grant Project Directors' Conference*, Vienna, Austria, October 1998.

Session chair for *American Academy of Advertising Conference*, Lexington, Kentucky, March 1998.

Reviewed one paper for *American Academy of Advertising Conference*, Lexington, Kentucky, March 1998.

Session chair for the *Academy of Marketing Science Conference*, Norfolk, Virginia, May 1998.

Reviewed two papers for the *Academy of Marketing Science* conference, Norfolk, Virginia, May 1998.

Program chair for the *Academy of International Business-- Southeast Region* annual conference, November 1997.

Reviewed three papers for the *Academy of International Business-- Southeast Region* annual conference, June 1997.

Reviewed one paper for the *Southern Marketing Association* annual meeting, April 1997.

Reviewed three papers for the *Academy of Chinese Management Educator's Annual Conference*, Las Vegas, August 1997.

Discussant for one paper at the *Southern Marketing Association*, November 1997.

Track Chair, "Global/International Marketing," *Southern Marketing Association*, New Orleans, LA, November 1996.

Session chairman of the "Global- Based Relationship Marketing track," *Southern Marketing Association*, New Orleans, LA, November 1996.

Discussant for one paper at the *Southern Marketing Association*, New Orleans, LA, November 1996.

Paper reviewer for the *Southern Marketing Association*, New Orleans, November 1996.

Session chairman of the "Country Studies and Comparison Track," *Academy of International Business-Southeast Region*, New Orleans, November 1996.

Session chairman of the "Mass Marketing in the Global Markets Track," *Academy of International Business-Southeast Region*, New Orleans, November 1996.

Discussant for one paper at the *Academy of International Business-Southeast Region*, New Orleans, November 1996.

Paper reviewer for *Academy of International Business-Southeast Region*, New Orleans, November 1996.

Paper reviewer for *Second South China International Business Symposium*, Macau and Guangzhou, China, November 1996.

Moderator at the *Carolina Family Business Forum*, held at UNCC, September 1996.

Session moderator for "Marketing and Export Sales" session, *Seventh Annual Student Conference on Careers in International Business*, The University of North Carolina at Charlotte (February 25, 1996).

Session chairman of the "International Business" track, *Academy of International Business Southeast US Region*, in Orlando, FL, November 1995.

Discussant for two papers at the *Atlantic Marketing Association Annual Conference*, in Atlantic City, NJ, October 1994.

Reviewed three papers for the *Academy of International Business Northeast USA Region Conference*, in Scranton, PA, June 1994.

Reviewed three papers for the *Atlantic Marketing Association Annual Meeting*, International Marketing Track, in Orlando, FL, October 1993.

Reviewed three papers for the *Southern Marketing Association Annual Conference*, International Marketing Track, in New Orleans, November 4-7, 1992.

Reviewed three papers for the *1992 Academy of Marketing Science Conference*, International Marketing Track, in San Diego, April 21-26, 1992.

Reviewed three papers for the *1991 Academy of Marketing Science/American Collegiate Retailing Association Conference* in Richmond, Virginia, October 12-14, 1991.

Reviewed four papers for *Southern Marketing Association*, International Marketing Track, Orlando, November 7-11, 1990.

Reviewed three papers for *The Conference on Marketing and International Business into the 1990s: China, Hong Kong, and the Pacific Rim* in Hong Kong, November 30-December 1, 1989.

Session moderator for "Marketing and Export Sales" session, *Seventh Annual Student Conference on Careers in International Business*, The University of North Carolina at Charlotte (February 28, 1994).

Panelist discussant for the Doctoral Consortium at *Southern Marketing Association*, Atlanta, GA (November 1993).

Session chairperson of the "International Marketing: Prospects for Europe" track, *Atlantic Marketing Association Annual Meeting* 1993, Orlando, Florida (October 1993).

Discussant in the Global Marketing track, *Academy of Business Administration 1993 National Conference*, Las Vegas, Nevada (February 24-28, 1993).

Session moderator for "Marketing and Export Sales" session, *Sixth Annual Student Conference on Careers in International Business*, The University of North Carolina at Charlotte (February 15, 1993).

Panelist discussant for the *Doctoral Consortium at Southern Marketing Association*, New Orleans, LA (November 1992).

Session chairperson of the "Marketing Management" track, *Atlantic Marketing Association Annual Meeting 1992*, Greensboro, North Carolina (October 7-9, 1992).

Session moderator for "Logistics and Transportation" session, *Fifth Annual Student Conference on Careers in International Business*, The University of North Carolina at Charlotte (February 17, 1992).

Session chairperson of the "Advertising and Promotion Applications" track, *Southern Marketing Association*, Atlanta, Georgia (November 6-9, 1991).

Session moderator for "Marketing and Export Sales" session, *Fourth Annual Student Conference on Careers in International Business*, The University of North Carolina at Charlotte (February 18, 1991).

Session chairperson of the "Buyer Behavior" track, *Conference on Marketing and International Business in the 1980s: China, Hong Kong, and the Pacific Rim*, Hong Kong (November 1989).

AACSB International Initial/Maintenance Accreditation Review Visits

University of Budapest, October 2021 (chair)
Swansea University—United Kingdom, ongoing (mentor)
St. Louis University, October 2020- *maintenance* (chair)
Manhattan College, January 2020- *maintenance*, *CIR2*
Indian Institute of Management—Indore, January 2019- *initial* (chair)
Narsee Monjee Institute of Management Studies (Mumbai, India), March 2018- *initial* (chair)
Mercer University, Summer 2018- *maintenance* (chair)
University of Akron, September 2017- *maintenance* (chair)
Tsinghua University (Beijing, China), January 2017- *maintenance*
University of Southern Mississippi, September 2016- *maintenance* (chair)
University of Southern Mississippi, April 2016- *pre-visit*
Qassim University (Saudi Arabia), October 2015- *initial*
University of Northern Iowa, January 2015- *maintenance*
University of Science and Technology of China (Hefei, China), 2014- *initial*

Radford University, Radford, VA, 2012- *maintenance*
Western Washington University, 2011- *maintenance*

Other Accreditation Review Visits

SKEMA Business School- SKEMA Licensure (Licensing Nonpublic Institutions to conduct Post Secondary Degree Activity in North Carolina) January 27, 2012.

External Evaluator

University of Hong Kong and Fudan University, IMBA program, December 2014.

University of Hong Kong, Faculty of Business and Economics, MBA and IMBA programs, May 2014- May 2016.

Professional Development

AACSB International Annual Deans Conference, Connecting Visionary Mindsets, Nashville, TN, February 2-4, 2020.

European Foundation of Management Development—Global Network Americas, Miami, FL, November 20-22, 2019.

Southern Business Administration Association (SBAA Summer Workshop), Myrtle Beach, SC, July 14-16, 2019.

AACSB Assessment and Impact Conference, Charleston, SC, March 17-19, 2019.

AACSB Annual Accreditation Conference, Washington, DC, September 23-25, 2018.

Bloomberg for Education, Bloomberg Institute, New York City, June 23-24, 2016.

AACSB International Annual Deans Conference, Miami, FL, January 31-February 2, 2016.

Southern Business Administration Association, Asheville, NC, July 12-14, 2015.

Diversity training, workshop on faculty recruitment diversity, June 24, 2015

AACSB International Annual Deans Conference, San Diego, CA, February 8-10, 2015.

AACSB International Conference and Annual Meeting, Tampa, FL, April 26-28, 2015

European Foundation of Management Development Deans and Director Generals Annual Meeting, Barcelona, Spain, January 2015.

Harvard University. Harvard Law School, Negotiation and Leadership certificate program, October 25-26, 2014.

AACSB International 2013 New Accreditation Standards training, Nashville, TN, November 12, 2013.

Southern Business Administration Association, Nashville, TN, November 10-12, 2013.

2012 European Foundation for Management Development (EFMD) Annual Conference, Sophia Antipolis, France, May 13-15, 2012.

AACSB International Conference and Annual Meeting (ICAM), San Diego, CA, April 2012.

AACSB International Deans Conference, New Orleans, LA, February 8-10, 2012.

CASE Development Conference for Deans, Tampa, Florida, February 2011.

European Foundation for Management Development (EFMD) Deans Conference, Lyon, France, January-February 2011.

AACSB and EFMD International Conference and Annual Meetings. “Global Collaboration Conference,” Barcelona, Spain, November 16-18, 2008.

2008 15th Annual Part-Time MBA Conference, Pepperdine University, Malibu, CA, October 23-24, 2008.

AACSB International Conference and Annual Meeting, Honolulu, Hawaii, April 2008.

World Education Services, workshop on “European Bologna Process and Three-Year Degrees”, San Diego, CA, March 30-31 2006.

AACSB/EFMD International Conference and Annual Meetings. “Management Development in a Different Light,” Paris, France, April 23-25, 2006.

AACSB, Aspiring Dean’s Conference, Charlotte, NC 2006.

Officer and Professional Positions Held

Talent Advancement Cabinet, Charleston Metro Chamber of Commerce, 2020-present.

Continuous Improvement Review Committee, AACSB International, 2017-2020.

2020 Economic Forecast Board, Charleston Metro Chamber of Commerce, 2019-2020.

Charleston Sister Cities, board member, 2018-present.

Charleston Basketball Classic, ESPN, October 2009-2017.

Board of Directors, Metro Charleston Chamber of Commerce, July 2010- July 2011.

President, North Carolina World Trade Association—statewide, October 2005-June 2009.

President, North Carolina World Trade Association—Charlotte Chapter, June 2004-June 2006.

Board of Directors, North Carolina District Export Council, 2003-2009.

Chief Executive Officer, Falcon Furniture LLC (formerly Apex Global Group LLC).

Executive Research Director, Ashton Brand Group, February 2002-2004.

Vice President of Information Management, Sovidian Business Services, 2000-2001.

Vice President of Programs, Charlotte World Trade Association, 1998-2000

Executive Committee, Charlotte World Trade Association, 1998-2000.

Board of Directors, Charlotte World Trade Association, 1997-2003.

Board of Directors, North Carolina World Trade Association, 1998-2002.

Board of Directors, Charlotte Sister Cities, 1998-2000.

President (Chairman) of the Academy of International Business -- Southeast Region, 1996-1997.

Review Committee, Academy of International Business -- Southeast Region, 1995- 1997.

Vice President of Membership & Publications, Academy of International Business -- Southeast Region, 1995-1996.

Advisory Board, Triangle Products International Trading Company, 1996.

Board of Directors, Asian Beverage Company of USA, 1994-1995.

Grants

Major grants:

North Carolina State Ports Authority, "A Partnership between the NC Ports and Belk College of Business Administration's International Business Program, 2003-2006, \$90,000.

Project Director, "Global Education Enhancement and Collaboration Program," Department of Education, accepted March 1998, grant period: July 1998-June 2002, \$173,000.

Project Coordinator, Research and Consulting Associate for Department of Education Grant, "Export Management Education and Assistance Program," to enhance international business academic programs and business relationships, grant period: August 1993-July 1995, \$114,258.

Minor grants:

"Consumer Alienation and Shopping Strategy: An Empirical Comparison of Patrons in the U.S. and China," MBA Faculty Development Award, 2004-2005.

Faculty Research Grant (2005), UNC Charlotte, Belk College of Business, feasibility study and ultimate development of proposal for CIBER at UNC Charlotte.

Faculty Research Grant (2003), University of Technology, Sydney, "Strategies, Structures and Technologies of Australian Advertising Agencies" (with David Waller), \$3,000.

BarclaysAmerican Summer Research Award (2003), UNC Charlotte, "Comparative Advertising Strategy in the Chinese Market," Summer, \$4,500.

Feasibility study, Center for International Business at UNC Charlotte (1997), Summer, \$5,000.

Grace International Fellows Program (1997), for travel support to Malaysia and Hong Kong, June, \$600.

Pacific Cultural Foundation (1994-1995), received grant by Pacific Cultural Foundation research grant in Chinese studies to study the impact of foreign cultures on advertising practices in Taiwan, Taipei, Taiwan, \$3,000.

Center for International Business Education and Research (1994), Duke University's Fuqua School of Business, to travel to Korea and China, August, \$600.

Grace International Fellows Program (1994), for travel support to Korea, China and Hong Kong, May, \$600.

International Travel Grant, received from UNCC The Office of International Programs for May 1995 travel to present papers on the growing market opportunities in Korea and other Asian emerging markets, Fall 1994, \$400.

Pacific Cultural Foundation, received grant by Pacific Cultural Foundation research grant in Chinese studies to study the impact of foreign cultures on advertising practices in Taiwan, Taipei, May 1993-April 1994, \$3,000.

University of North Carolina at Charlotte Faculty Grants Program, grant received to examine the past, present, and future impact on the advertising industry of Hong Kong's 1997 repatriation to China, Summer 1994, \$3,250.

International Travel Grant, UNCC, Fall 1993, \$500.

University of North Carolina at Charlotte Faculty Grants Program, grant received to investigate the marketing strategies and structures of U.S. advertising agencies in parts of Southeast Asia, Summer 1993, \$3,250.

University of North Carolina at Charlotte Faculty Grants Program, grant received to investigate marketing strategies regarding how advertising agencies plan to enter previously "untapped" markets, especially Eastern Europe, China, Africa, parts of South America and the Middle East, Summer 1992, \$3,250.

Department of Education, grant received to develop a course in International Business at the University of North Carolina at Charlotte, "Japanese Advertising," Summer 1991, \$3,000.

University of North Carolina at Charlotte Faculty Grants Program, grant received to examine the dyadic relationship between U.S. multinational advertising agencies and their foreign affiliates, Summer 1991, \$3,250.

Department of Education, grant received to study cross-cultural communications involving Japan and the United States at Kennesaw State College, 1988-89, \$3,000.

Teaching release time (one-course reduction), to develop a supplemental guide to help internationalize all core courses offered in the School of Business Administration at Kennesaw State College, Spring 1990.

ACADEMIC HONORS AND AWARDS

MBA Program Vision and Support, College of Charleston, September 25, 2019.

Greater Charlotte Biz magazine interview, "Getting the Jump on International Trade," June/July 2014. pp. 16-21.

Established prestigious School of Business *Wall of Honor*, College of Charleston, October 2011.

Recognized as top three individual contributors to international advertising research based on the total contributions between 1990 and 2002 (See *Journal of Advertising*, "Contributions to International Advertising Research: An Assessment of the Literature Between 1990 and 2002," [March 22, 2005] by Shaoming Zou).

2004 Bank of America Award for Teaching Excellence, finalist (top 5), UNC Charlotte 2004.

Excellence in Teaching Award, Belk College of Business Administration, UNC Charlotte, 2003-2004.

Best Presenter Award, *The International Business & Management Research Conference*, Hawaii, June 12, 2003.

Gray's MBA Outstanding Teaching Award, Belk College of Business Administration, UNC Charlotte, 2001-2002.

International Education 2001 Faculty Award, UNC Charlotte, 2000-2001.

Outstanding Teacher Award. University-wide honor guard award given as an outstanding professor at University of South Florida, 1989.

Fellow. Pacific Cultural Foundation, to study foreign culture influence on advertising in Taiwan, 1993-1995.

Best Paper Award. Paper on capital budgeting practices, selected as one of ten best papers, *Academy of International Business -- Northeast Region*, June 1993.

Alpha Mu Alpha, National Marketing Honorary awarded by the American Marketing Association, 1988.

UNC-Charlotte Alumni Magazine. Article written about my research in China entitled "Cleaning Up The Soap For Chinese TV," Spring 1993, p. 12.

Asian Academy Newsletter. Article entitled "Spotlight on Shao," highlighted a recent trip to China and information about the advertising industry there, January 1993.

NEW PROGRAMS/CERTIFICATES ESTABLISHED

College of Charleston

- MBA Program, with focus areas in Marketing, Finance and Hospitality Revenue Management, May 2010
- MBA/JD program with Charleston School of Law, April 2012

- Major in Finance, Fall 2013
- Major in Marketing, Fall 2013
- International Track in MS in Accounting program, Fall 2013
- Major in Supply Chain Management, Fall 2015
- Minors in Entrepreneurship and Real Estate, Fall 2013
- Minor in Information Management, Spring 2016
- Major in Commercial Real Estate Finance, Fall 2017

UNC Charlotte

- Executive MBA, Taipei, Taiwan: Executive Master of Business Administration (EMBA) program in Taiwan. First cohort started July 2005.
- Dual MBA, Monterrey, Mexico: Dual-degree MBA program in Monterrey, Mexico with EGADE (Tec de Monterrey). First cohort began January 2005.
- Hong Kong MBA, Hong Kong, China: Originated Master of Business Administration program in Hong Kong. First cohort started January 2007.
- Dual Master of Science, Copenhagen, Denmark: Partner with Copenhagen Business School to offer double MSc degree in Economics with concentration in Finance, first cohort began Fall 2007.
- Global Business Management Certificate. Partner with Tec de Monterrey's Virtual University, began Fall 2006.
- Belk College of Business named official member of European Foundation of Management Development (EFMD), May 2006.
- MBA student consulting projects conducted with Mannheim University, Germany, annually.

SELECT CONSULTING

(Marketing research and/or strategic planning performed)

- Nissan Corporation
- Coca-Cola Company
- Carolina Panthers
- HSBC
- First Union National Bank (now Wells Fargo Bank)
- Hendrick Motor Sports
- Decision One Mortgage
- Foley & Lardner Law Office
- Garfinkel Immigration Law Firm
- Wray Ward Laseter Advertising Agency
- Fuel Pizza
- Aladdin Knowledge Systems Inc.
- Carolina Beverage Corporation
- Timberline Software
- Unifi Technology

- Ashton Brand Group Apex Global Group LLC
- Sovidian
- Bryant, Clarke & Tennaro Marketing Communications
- Physician Network Management, L.L.C.
- NC Center of International Understanding
- Connect Coffee
- Management Advisors International
- Barnhardt Manufacturing Company
- International Technical Services Ltd.
- Murata Wiedemann Corporation
- Triangle Products Company
- Asian Beverage Company Inc.
- CEM
- Transdyn USA, Inc.
- Erdle Perforating of Carolina, Inc.
- Child Care Resources Inc.
- Holly Ridge Foods

SELECT SPEAKER INTRODUCTIONS

President Andrew Hsu, College of Charleston, German-American Business Summit, February 2020.

Torsten Scheffler, Senior Manager, Mercedes-Benz U.S. International, Inc., February 2019

Paul Campbell, SC Senator, April 2015

Tim Scott, U.S. Senator, April 2014

Bob Siegel, former CEO of LaCoste, Fall 2013

Steve Cannon, CEO and President, Mercedes North America, Spring 2013

Robert “Bobby” Hitt, SC Secretary of Commerce, March 2013

Neville Isdell, former CEO and President, Coca Cola (worldwide), October 2012

Dennis Lauscha, CFO, New Orleans Saints, May 2012.

Nikki Haley- Governor of South Carolina, October 2011; US Ambassador to the United Nations

Tommy Baker- CEO and President, Baker Motor Company, August 2011

Jack Tate- Founder of Babies R Us, October 2010

Patricia Miller, Co-founder, Vera Bradley, 2010

Jim Newsome, CEO and President, SC State Ports Authority, 2010

Hank Holliday, CEO and President, Planter’s Inn, Peninsula Grill, Hank’s, 2010

Jeffrey Lacker- President, Federal Reserve Bank of Richmond, March 2009

UNIVERSITY AND COMMUNITY SERVICE

Academic Enrollment Planning Team, College of Charleston, October 26, 2020.

Blue Beyond Strategic Plan Workshop, October 8, 2020.

Diversity dialogue speaker, with Charleston Metro Chamber of Commerce, September 16, 2020.

4DX Leadership Workshop I and II by Franklin Covey, August 19, 2020.

Co-founder, *Profs on Call*, with Charleston Metro Chamber of Commerce, March 2020-Covid-19 pandemic 2020. Our business school was among the first ones in the nation to provide business assistance to small- and mid-sized businesses during the early stages of Covid-19.

NPR Radio, German-American Business Summit, February 2020.

FOX News television, German-American Business Summit, February 2019.

Welcome speech to YESCarolina! A student-centric entrepreneurship program targeted to support high school students, May 9, 2017.

Mentor to Reggie Caudill, Dean at New Jersey Institute of Technology, July 2015-present.

College of Charleston Registrar Search Committee, June-July 2015.

Charleston Brookings Export Initiative, Charleston Chamber of Commerce, committee member, January 2013-2014.

Select speaking engagements:

- Impact Charleston Day, Moderator, “The Future of Charleston: A Global Hub of Impact,” panelists include Charleston mayor, CofC President, CEOs, April 14, 2020.
- Women for Women Summit, speaker, former Governor and U.S. Ambassador to the United Nations Nikki Haley was our honored guest, February 26-27, 2020.
- Charleston Regional Economic Forecast, Charleston Metro Chamber of Commerce, February 2020.
- Charleston Regional Economic Forecast, Charleston Metro Chamber of Commerce, February 2019.
- “The Present and Future of Business Education,” Hall’s Luncheon Speaker Series, June 23, 2016.
- “Sound Body, Sound Mind, Sound Advice,” College of Charleston Men’s Basketball Team, August 26, 2015.
- “The Changing Landscape of Business Schools Worldwide,” Xiamen University, China, June 29, 2015.

- “MBA and Supply Chain Management Program Opportunities Abroad,” University of Science and Technology of China, Hefei, China, July 1, 2015.
- “The Future of Business Schools,” Xiamen University, China, October 2014
- “How to Effectively Manage and Advisory Board,” presented to the Charleston County Aviation Authority, February 20, 2014.
- “The Art of Negotiating,” presented to Beta Alpha Psi , November 14, 2013.
- “Vision 2020,” presented to School of Business student body, February 2013.
- Parent Advisory Council, College of Charleston, October 27, 2012.
- Independent Insurance Agents and Brokers, “Present and Future of the School of Business at the College of Charleston,” June 20, 2012.
- Boeing, “Diversity, Asian Americans, and Keys to Success,” May 23, 2012.
- Atlanta Alumni Chapter, College of Charleston School of Business, May 2012.
- NC Center of International Understanding (to NC Senators and Representatives), “China’s Emergence as a Global Economic Power,” Raleigh, NC October 21, 2011.
- Power Breakfast Series, Charleston Regional Business Journal, “PGA Championship 2012: Kiawah Ocean Course, with Roger Warren and Chris Drury, April 7, 2011.
- Greenville Alumni Chapter, College of Charleston, “College of Charleston School of Business: Moving Forward, March 2011.
- Charleston Women in International Trade, “Globalization of CofC’s B-School: 2009 and Beyond,” September 2009
- College of Charleston, Parent Council Board Meeting, “Preparing our Students to Compete Globally,” October 2009
- Rotary Club of Charleston, “We’re moving forward...and abroad,” March 2010
- Mount Pleasant Rotary (breakfast group), “The Globalization of B-Schools,” January 2010
- Fudan University (China)- 2004-2010
- Xiamen University (China)- 2009, 2010, 2011
- Charleston Metro Chamber Exchange Club, “The Changing Complexion of Business Schools,” August 2010
- Greenville Alumni Chapter, 2010
- College of Charleston Alumni Board meeting, “Update on MBA and Other SB Programs,” September 2010

External evaluator of Hong Kong University’s MBA programs (part-time, full-time, Executive), December 2013; December 2014.

US News & World Report, quoted in “Top Universities in Asia Offer Prestige, Business Skills,” October 8, 2013.

SC Biz News, Charleston Regional Business Journal, “Next year’s PGA Championship to draw more than 50,000 tourists, bring \$92 million economic impact, April 7, 2011.

External evaluator of George Mason University’s School of Management BEI Award, Gateway to China, 2010 Annual Status Report, June 2010.

External evaluator of two research grants (by Dr. Su Chenting and Dr. Li Juan Julie), City University of Hong Kong, January 2008.

External evaluator of research grant for Dr. Li Juan Julie, City University of Hong Kong, February 2007.

External evaluator of Dr. Shi Yi-Zheng for promotion to rank of full professor, Hong Kong Baptist University, July 2006.

External evaluator of Dr. Monica Perry for tenure and promotion to associate professor, University of Redlands, October 2006.

Mayor's International Community Awards, Served on planning and review committee to evaluate corporate philanthropy in Charlotte region. Visited mid-sized companies to determine recipient of award. Selected Richard Vinroot recipient, 2006.

Presenter of large company nominees for Charlotte Mayor's International Community Awards, 2005, 2006.

Mayor's International Community Awards, planning committee, Served on planning committee to evaluate contributors to local philanthropy. Selected recipient of Richard Vinroot Award, 2005.

Charlotte Chamber of Commerce, Panelist and Presenter of Global Business Trade for Small/Mid-size Businesses, 2004-2005.

Charlotte Observer (newspaper), "How Do Panthers Repair Damage?" page 1D, March 31, 2005.

Charlotte Observer (newspaper), "The East Coast Appeal," page 1D, March 24, 2005.

Business Journal, "Local companies, large and small, pursuing China," page 9, March 11, 2005.

WFAE radio, "Automobile Advertising in the Charlotte region," interviewed by Scott Graf, March 13, 2005

Charlotte Observer (newspaper), "Which One Would You Hire?" appeared on front page 1A, April 15, 2004.

Charlotte Observer, "Charlotte Son in Trump's Top 2," page 7B, April 9, 2004.

Charlotte Observer, "Will N.C.'s Own Be Trumped?" page 1D, April 8, 2004.

Charlotte Observer, "Lessons from the Donald," page 1D, April 5, 2004.

Charlotte Observer, "Banks Decide Not to Air Ads During Game," page 1D, January 21, 2004.

Business North Carolina (statewide journal), "Hispanic Integration into the Workforce," to appear January 2004 edition.

Fox News @ 10:00pm (television), response to President Bush's placement of quotas on Chinese textiles, November 18, 2003.

Charlotte Observer, "Lowe's Builds New Reality," page 1D, October 10, 2003.

Charlotte Observer, "'Idol' Cashes in on U.S. Yen for Different Sorts of Stars," page 1A, May 20, 2003.

Charlotte Observer, "So About Those Commercials... Celebrities, Surprises Often Outshine Sponsors" page 1A, January 27, 2003.

Charlotte Observer, "Trendy Disc Ads Come From Charlotte Packager," page 1D, January 30, 2003.

Business Journal, "N.C. Exporters Don't Expect War to Shut Down Middle East Trade," appeared on front page and pages 60-61, March 7, 2003.

Guest speaker, UNC Charlotte Honor's class, "Sampling and Determination of Sample Size," September 2002.

Ad Hoc Committee to evaluate the feasibility of a merger between the North Carolina World Trade Association and the North Carolina World Trade Center, March-May 2004.

Guest speaker, UNC Charlotte Honor's class, "Sampling and Determination of Sample Size," and current research interests, September 2002-2004.

Honor's Thesis chair/committee member to the following students: Elizabeth Gray (chair, business, 2001-2002), Jenna Kirkpatrick (committee member, university, 2001-2002), Stephanie Krause (chair, business, 2000-2001), Tracy Southerland (chair, business, 1999-2000), Bryan Harmon (chair, business, 1998-1999), Tamara Fullmer (chair, university, 1993-1994).

UNC Charlotte Basketball Recruitment: Matas Niparavicus (2000), Tyler Best (2002).

Guest speaker, English Language Training Institute's Fall Graduation Celebration, December 6, 2001.

External reviewer for promotion of Dr. Shi Yi-zheng, Department of Marketing, Hong Kong Baptist University, December 2000.

Planning Committee, North Carolina World Trade Association Annual Meeting, September 2000-May 2001.

Doctoral Dissertation Examiner of "Agency-Client Relationship and a Proposed Model for Political Campaign Advertising," David Waller, University of Newcastle, Australia, July-August 2000.

2000 Governor's International Trade Award and Governor's International Community Award, Chair, Charlotte Chapter of the North Carolina World Trade Association, January-March 2000.

Chairman, Student Scholarship Committee, Charlotte World Trade Association, January-March 2001.

Chairman, Student Scholarship Committee, Charlotte World Trade Association, January-March 2000.

Co-Coordinator, "The Thirteenth Annual Student Conference on Careers in International Business," February 21, 2000.

Coordinator, "The Twelfth Annual Student Conference on Careers in International Business," attended by 300 students throughout southeast U.S., February 22, 1999.

Co-coordinator (with Charlotte Chamber of Commerce) of seminar "Doing Business with China," attended by 100 practitioners, January 27, 1999.

Presentation at the City Club, to the Business Advisory Council, Belk College of Business Administration, UNC Charlotte, about "Globalization of Curriculum," March 6, 1998.

National Security Education Program (NSEP) reviewer committee, January 1998-present.

Vice President of Marketing, Asia/Australia, Triangle Products International Trading Company, September 1997-1998.

Interview by WNBC about affect of Asian economic crisis on UNC Charlotte Asian students, February 1998.

Interview live at WTVI (10:00pm news) studio about Hong Kong return to China, June 25, 1997.

Interview, *Gaston Gazette*, about Hong Kong return to China, May 1997.

Outside reviewer for a promotion and tenure candidate of Marketing at New Jersey Institute of Technology, Fall 1996.

Faculty Advisor, Delta Epsilon Chi, presently over 40 active members, Spring 1996 - present.

Carolina Family Business Forum, moderator at breakfast roundtable, September 1996.

Doctoral Planning Discussion Group to consider feasibility of a doctoral program at UNCC, Fall-Spring 1994-1995.

Co-coordinator of seminar "Targeting Foreign Markets," attended by 75 practitioners, May 1995.

Co-coordinator of seminar "Doing Business with China," attended by 80 practitioners, June 29, 1994.

Campus News. "Shao discusses advertising in China," discussed purpose of recent trip to China, Vol. 2, no. 2, 1993.

The Business Journal. "Market outweighs misgivings in pursuit of China trade," pp. 15, 16, 19.

Faculty sponsor of winner Tamara Fullmer for the University of North Carolina Alumni Merit Scholarship Award, Spring 1992.

Faculty sponsor of winner Kimberly Ross for the American Marketing Association's Charlotte Chapter Award for Charlotte's Outstanding Marketing Student, Spring 1992.

Independent Directed Studies- *Undergraduate students*: numerous students.

Leadership Cabarrus. University representative on this Concord-Cabarrus Chamber of Commerce program. Goal is to help develop individuals for ongoing leadership positions in all aspects of Cabarrus County, August 1994 - May 1995.

Advisory Committee. Consultant to the Marketing Department at Central Piedmont Community College regarding their future plans concerning curriculum, hiring, and coordination of resources, Fall 1992 to Fall 1993.

Project Advisory Committee. Committee for Export Management Education and Assistance Program, grant from Department of Education grant, Fall 1993 - Fall 1995.

North Carolina University System

- The Global Business Networking Initiative, Center for International Understanding. Travel to Mexico City and Puebla with delegation of 30 regional leaders (business

leaders, economic developers, legislators, state officials, educators) on mission to create networking opportunities for NC businesses, March 2-9, 2008.

- UNC China Committee, (university representative), Fall 2004- Fall 2006.
- Monterrey –UNC Committee, Fall 2005- Fall 2006.

University of North Carolina at Charlotte

- Faculty International Education Award Committee, UNC Charlotte, 2004 (chair), 2005, 2006, 2007, 2008.
- Director of the Office of International Programs Search Committee, (chair) UNC Charlotte, Fall 2004-Spring 2005.
- Faculty International Education Award Committee, (chair) UNC Charlotte, Spring 2004.
- Education Abroad Scholarship Committee, Office of Education Abroad, 2002-2004.
- Faculty International Education Award Committee, UNC Charlotte, Spring 2003.
- Faculty International Education Award Committee, Chair, UNC Charlotte, Spring 2002.
- Faculty Council, Fall 2001; 1997-1999; 1991-1993.
- Internal Review Panel, Department of Foreign Languages Self Study. 1997-1998.
- Faculty Academic Policy and Standards Committee. 1996-1998.
- Office of Research Advisory Council. 1995- 1996.
- Japanese-American Cross-Cultural Communication Study with Tokyo University, 1988-89.
- Green Tie Planning Committee. 1993-1994.

Belk College of Business (UNC Charlotte)

- MBA Curriculum Revision committee, chair (Fall 2007)
- Wrote Non-MBA Programs Tuition Increase Request (Fall 2007)
- Associate Dean of Belk College of Business Search Committee, Fall 2004-Spring 2005.
- Doctoral Program Planning Committee, 2004-2005.
- International Business Program Task Force, 2001-2003.
- Graduate Affairs and Research Committee, 1999-2001.
- Belk Professor of Marketing, Search committee, 1997-1998.
- Faculty Development Task Force, 1996-1997.
- Reappointment, Promotion & Tenure Committee. 1995-1997.
- Economics Department Chairperson Search Committee. Spring 1997.
- Marketing Department Chairperson Search Committee. Fall 1996.
- Personnel Committee. Alternate. 1991-1993.
- Doctoral Planning Committee. 1994-1995.
- Computer Planning Committee. Chairman. 1994-1995
- College Undergraduate Affairs Committee. 1993-1994.

Department (UNC Charlotte)

- Personnel Committee. chair, 2002-2004.
- Scholarship Committee. chair, 1999-2005.
- Personnel Committee. 1991-1993; 2005-2006.
- Curriculum Committee. 1991-1994, 2001-2003, 2004-2006 (chair).
- Scholarship Committee. 1990-1995.
- Principles of Marketing Textbook Coordinator. 1991.
- Wrote Marketing Major Proposal. 1990-1991.

Courses Developed

- International Advertising, Fall 1991 and Summer 1992 semesters.
 - International Marketing Research, Summer 1995 session.
-

GLOBAL UNIVERSITY AFFILIATIONS**Brazil**

- FGV (Rio)
- Unisol (Flourinoplous)

China/Hong Kong

- Tsinghua University (Beijing)
- Beijing Normal University (Beijing)
- University of Science & Technology of China (Hefei)
- Fudan University, School of Management (Shanghai)
- Shanghai Jiao Tong University (Shanghai)
- Tongji University (Shanghai)
- Xiamen University, School of Economics and WISE (Xiamen)
- Jinan University, Shenzhen Tourism College (Shenzhen)
- Hong Kong University (Hong Kong)
- Hong Kong Polytechnic University
- City University of Hong Kong (Hong Kong)
- Hong Kong Baptist University
- China Education Group (Hong Kong)

Denmark

- Copenhagen Business School (Copenhagen)

France

- EDHEC (Nice)
- SKEMA Business School (Nice)

Germany

- Mannheim University (Mannheim)

India

- Indian Institute of Management—Indore (Indore)
- Narsee Monee Institute of Management Studies (Mumbai)
- VIT University (Vellore)
- National School of Business (Bengaluru)

Mexico

- Tec de Monterrey (Monterrey)

Saudi Arabia

- Qassim University

Spain

- ESADE

Switzerland

- European University (Geneva, Barcelona Spain)

Taiwan

- National Taiwan University (Taipei)
- China Education Group (Taipei)

Vietnam

- Foreign Trade University (Hanoi)
- Royal Management Institute of Technology (Ho Chi Minh City)

PROFESSIONAL AFFILIATIONS

- AACSB International, 2005-present.
 - European Foundation for Management Development, 2006-2009, 2013-present.
 - Academy of International Business. 1988-2012.
 - American Marketing Association. 1987-2008.
 - American Marketing Association, Charlotte Chapter. 1990-2008.
 - North Carolina World Trade Association—Charlotte Chapter. 1997-2008.
 - North Carolina World Trade Association. 1997-2008.
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- Academy of Marketing Science, 1998-2004.
 - Association of Global Business. 1992-1999.
 - Society for Marketing Advances. 1988-2006.
 - Southwestern Marketing Association. 1988-1989.
 - Atlantic Marketing Association. 1991-1996.
 - Kennesaw State College Graduate Faculty. 1989.
 - UNC-Charlotte Graduate Faculty. 1991-2009.
 - Asian Studies Academy. 1991-1992.
-

Michael J. Sosulski, PhD

Presidential Search Committee
New College of Florida
c/o Lucy Leske, Dennis Barden and Veena Abraham, J.D.
WittKieffer

February 27, 2021

Dear Members of the Presidential Search Committee:

I am writing to express my strong interest in the position of President of New College of Florida. I currently serve as Provost at Wofford College, a top-100 national liberal arts college in the Southeast, and I would be delighted to bring my excellent record of administrative leadership, service, and passionate advocacy for the liberal arts to New College. As a seasoned senior leader in higher education, I am very enthusiastic about the way New College has positioned itself historically as a leader in customized, experiential learning with a passionate dedication to the liberal arts. This spirit of commitment to students' personal intellectual growth and preparation for highly engaged public lives truly speaks to my own sense of mission in higher education. The liberal arts have never been more valuable and needed than they are today, and New College's special inflection of them makes the opportunities waiting for the next President especially appealing to me. I believe that my deep personal commitment to the transformative power of the liberal arts to effect social mobility and to enact the core values of diversity, equity and inclusion place me in an excellent position to lead New College into a bold future while nurturing its many established strengths.

Pursuing New College's Strategic Vision

One of the truly exciting prospects for New College's next President will be the opportunity to deliver on the promises contained in the 2018 strategic vision, "Cultivating Curiosity, Unleashing Potential" that serves as the college's north star for the next decade. I have a wealth of relevant experience in strategically growing the student body at Wofford College while improving retention of our excellent student body. Through improved student success initiatives—especially those aimed at supporting Pell-eligible and other high need students—retention at Wofford has risen and remained above 90% during my time as Provost. In addition to this, we recently launched a five-year plan to grow enrollment by 125 students over five years, a plan we were able to fully execute in only three years. An important part of our success has been lifting up the work of our college's excellent faculty and recruiting strong teacher-scholars who enhance the reputation of our college. I have simultaneously increased our college's support for high-impact work (especially undergraduate research, internships and study abroad) five-fold during my time as Provost. Developing compelling new academic programs for New College will naturally be important to attracting several hundred more students to the college. In doing so, my goal would be to cultivate big, innovative curricular ideas while seeking to discover and lift up the unique strengths of a New College education—the ones we know about, as well as the ones we have yet to discover.

Executing the Plan for Growth

As President, I would invest key resources in admission and financial aid while creating a bold and innovative marketing campaign in order to better explain the value proposition of a New College education,

and to drive targeted annual increases in initiated and completed applications. In addition to this, it will be imperative to invest further in innovative career advising and ensure that high-impact experiences like internships, study abroad and student-faculty collaborative research experiences are available to every student.

I think that New College's plan for growth is both wise and attainable, despite the challenging environment. As President, I would see it as essential to serve every day, and in every context, as an eloquent and passionate spokesperson for the value of New College's unique liberal arts experience. Crafting a strong message about the personal, mentored New College approach and the extremely positive student outcomes that result will be paramount. This happens best through story-telling, and a laser-focused approach to marketing and communications. I find great joy in the telling of stories about institutional distinctiveness, and about student and faculty achievements. In a world in which our students must learn ease and adaptability in adjusting to the rapid pace of technological change in the workplace, I am convinced that there continues to be no better educational model to prepare them than the liberal arts. At New College, the historic strength of blending a thorough grounding in a variety of academic disciplines with a thoughtfully mentored approach to majors and careers embodies an education that is intellectually deep, effective and sound, while keeping an eye on the need to ensure students' immediate post-graduate success. It will be imperative to shape and articulate this value proposition in ways that make sense to prospective students and parents who will be increasingly non-white, first generation and Pell-eligible. In the current climate, it will be essential to take concrete steps to ensure that diverse students feel more than welcome at New College, but rather *truly and meaningfully included* in all aspects of the campus culture.

Building an Inclusive and Supportive Culture for All

New College has already laid a crucial foundation for the important work around diversity, equity and inclusion (DEI) that colleges in the United States must do. This work must continue, and with vigor. I have sought to institutionalize my own DEI work at Wofford College (a predominantly white and male institution in the South for most of its history) in two vital areas: achieving a more diverse faculty and staff in which *all students* see themselves and their experiences reflected, and assuring that students of every origin, ability and orientation are equally able to see themselves, their histories and their experiences reflected in the curriculum and our teaching methods. New College has begun this work, and as the college grows, continued progress in these areas will be the key to creating a genuine sense of belonging for students of color, LGBTQIA students, students of differing abilities and religious minorities on campus. Other major, impactful steps I have taken include appointing the college's first Dean of Diversity and Inclusion. Together with her, I inaugurated the first inclusive teaching initiative at Wofford, partnering with inclusive pedagogy specialists from Teach.Equity.Now. In summer 2021, I am leading department chairs in a workshop supported by a grant from the Arthur Vining Davis, Jr. Foundation focused on DEI in the curriculum. To address faculty diversity, in addition to requiring implicit bias training, I also created a Search Advocate program that places a trained diversity advocate on every faculty search committee. As a result, I have now doubled the faculty of color at Wofford College. We are making great progress.

Improving Organizational Effectiveness

In executing a targeted growth plan for a college, it is imperative to ensure that institutional structures adapt intentionally and in a way that is proportionate to the needs of the growing institution. I have deep experience along these lines, growing enrollment at both the department and institutional levels while optimizing performance by renewing and growing key curricular and governance structures. As Provost, I have worked closely with faculty to develop necessary new committees (independent Rank & Tenure, Academic Standards and others) and processes to modernize the way our college governs itself.

Key to my style of leadership is an open door for conversation and consultation, with deep respect for transparency and shared governance. I am a careful listener, and I invite and welcome a diverse range of opinions. My goal is to foster vigorous and respectful engagement with ideas, with ever-watchful care

for collegiality and integrity of professional relationships. As provost, I have cultivated the interpersonal skills to develop effective relationships with a broad range of constituents, including students, members of the board of trustees, over 300 faculty and staff members, deans and vice presidents, and key alumni and community stakeholders. My extensive range of experience with leadership in academic and student affairs, shared governance, fundraising and development of capital projects gives me a rare combination of leadership skills, one that I would be excited to bring to New College.

Stewarding New College's Resource Base and Engaging Alumni

In a liberal arts environment driven by the need to maximize both tuition and fee revenue and precious resources from the state, fiscal discipline and careful planning are simply imperative. In my own work as Provost, overseeing a \$27 million budget, I have been committed to that discipline, finishing every year of my tenure ahead of budget. Fundraising is a vital part of every college President's responsibilities, and I would truly enjoy connecting with alumni donors and friends of the college to tell the many great student success stories. Indeed, for New College it will be extremely important to ardently connect more deeply with its alumni base, but also to reach out to new friends of the college, both near and far. While engaging donors with a large capacity to give is important, it is just as important to build relationships with younger alumni who may have some philanthropic potential, but in the near term have other important ways they can stay engaged with their alma mater. I would be eager to travel widely to tell New College's success stories, and would move swiftly to connect alumni in mentoring relationships with current students, electronically and in person wherever possible. I have been very active on the fundraising trail since the public launch of Wofford's current \$300 million campaign, and I have interacted with a range of influential donors to our endowment and do our building projects. One of the donors with whom I've worked, Mr. Jerry Richardson, recently made a cash gift to Wofford's endowment of \$150 million.

As a key member of Wofford College's senior leadership team, I have gained crucial experience in stewarding the college's finances. Every problem brings with it important opportunities, and that is the mentality that has led to our success. In our case, opportunity lay in setting and achieving new enrollment and financial aid targets that allowed for incremental growth in the student population tied to several new programs and the sunset of others. Pairing that with astute fundraising goals that prioritized endowed scholarship giving allowed us to ease pressure on our operating budget. Our college also thoroughly rethought its strategy for making financial aid offers that aligned well with our values of diversity and inclusion, while maximizing enrollment and preserving a manageable discount rate. Stabilizing the endowment spending rate was tied in part to a decision to adopt a more thoughtful way of calculating the relevant average. I would be eager to work with the Board and senior leadership team at New College to find creative ways that we can review our working assumptions and practices, with the goal of increasing net tuition revenue and working capital.

Raising the Visibility of New College

As home to a wealth of best practices and an innovative curricular model, New College certainly deserves to be recognized within the top tier of liberal arts colleges in the U.S., both public and private. It has been an honor as part of my leadership to significantly raise the profile of Wofford College, a top-100 liberal arts college in the Southeast. I have done so by lifting up the role of faculty as genuine teacher-scholars and experts; building world-class facilities for the visual arts and environmental studies; updating our general education curriculum for the 21st century; finding resources to more than double support for faculty and undergraduate research; securing external funding from the Mellon and Arthur Vining Davis, Jr. Foundations for curricular innovation and professional development; and ushering in important changes to the ways we teach and hire that truly reflect the just and inclusive world that we all seek to create.

To take that crucial next step, it will be important to leverage every available network in which New College is embedded, including the local community of Sarasota, Florida's state university system, the network of public liberal arts colleges (COPLAC) and others to strategically place New College faculty

and staff into leadership roles within these networks. Another key element to raising New College's profile will be building institutional resources to support truly innovative teaching and student support practices, ones that can be shared widely through an ambitious and improved marketing and communication strategy.

Innovation in the Curriculum and Student Development

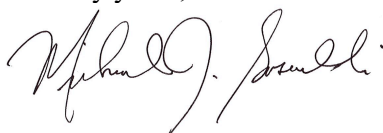
Throughout my academic career, first as a student development professional, then as a faculty member, department chair, Associate Provost and now Provost, I have always viewed the college curriculum and student life programs as dynamic and an opportunity for renewal and entrepreneurial thinking. Just as we teach our students to question received wisdom and probe for truth, as educators we must always do similarly as we consider curricular questions. It affords us the opportunity to think deeply about our values, then renew our commitments and seek opportunities for innovation and change. As Provost at Wofford College, I have led the most thorough renewal of our general education curriculum in several generations. In the process, we have eliminated certain programs that were not serving our students well, as they once did, while creating space for new ones that promise exciting new opportunities for the future in Data Science and a cooperative agreement with a neighboring college to offer a five-year Master of Arts in Teaching degree to our students. The process I led was inclusive of all voices and deeply collaborative in nature—elements that are crucial to creating positive change that lasts and has the full support of the community.

Uniting College and Community

The time has passed when universities could think in terms of town/gown relationships, as though these categories represented separate worlds that would occasionally reach out to one another. The vision I have today is a much more unified one in which the city and college see their futures intertwined, unified and mutually invested in the other's flourishing. At Wofford College, this is the firm course I have set. I have strengthened staff and resources in civic engagement by creating incentives and opportunities for faculty to gain skill in teaching community-based courses that cultivate active and lasting partnerships with the Northside community, a historically underserved part of our city adjacent to the campus. We are developing a governing model for this work in which community leaders share decision-making with the college on where resources are spent and on what projects we jointly pursue. We will share not only the work of building our community, but also the resources and decision-making that governs the process. New College's next President will need to thoughtfully steward the existing partnerships with the town and community, while eagerly pursuing mutually beneficial engagement opportunities for members of the community, students, faculty and staff.

Thank you very much for the opportunity to be considered for this important and exciting position. New College is indeed a unique and wonderful place, and I am truly honored to be considered as your next President. I would be delighted to discuss the position and my qualifications in further detail with the committee.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Michael J. Sosulski". The signature is fluid and cursive, with a large initial "M" and a long, sweeping underline.

Michael J. Sosulski
Provost
Wofford College

Curriculum Vitae

MICHAEL JOSEPH SOSULSKI

Provost
Professor of German
Wofford College
429 N. Church Street
Spartanburg, SC 29303

<i>EDUCATION:</i>	The University of Chicago	1999	Ph.D. Germanic Studies
	The University of Chicago	1990	M.A. Germanic Studies
	Georgetown University	1987	B.S. German
	Berklee College of Music	1987-88	Saxophone Performance

EMPLOYMENT: Provost, Wofford College (July 2016-present)
Full Professor of German, Wofford College (July 2016-present)
Associate Provost, Kalamazoo College (July 2014-16)
Department Chair, German Studies (2008-16)
Associate Professor of German, Kalamazoo College (2007-16)
Dean of the Sophomore Class, Kalamazoo College (2011-14)
Director, Media Studies Concentration, Kalamazoo College (2006-2009; 2011)
Assistant Professor of German, Kalamazoo College (2004-07)
Assistant Professor of German, Pacific Lutheran University (2000-04)

LEADERSHIP EXPERIENCE:

Wofford College:

Provost (2016-present)

As Provost I serve as chief academic officer at Wofford College, a national liberal arts college in Spartanburg, SC. In my leadership role I steward the college's academic program and supervise a range of curricular and co-curricular programs in support of the college's mission.

- Oversee a faculty of 143 FTE and a curriculum consisting of 26 academic departments and numerous interdisciplinary programs
- Supervise 16 direct report staff, including three Associate Provosts, the Dean of Diversity & Inclusion, International Programs, Dean of Student Success, Dean of Institutional Effectiveness, Dean of the Library, the Chief Information Officer, the Center for Innovation in Learning, Faculty Grants, Community-Based Learning and a range of other key functions
- Administer a budget of approximately \$27 million
- Currently overseeing review of general education with help of \$500,000 Mellon Grant

Major Accomplishments:

- Overseeing design and construction of a new \$9.5 million academic science

- building at Wofford College (Green Globes certified)
- Overseeing creation of an Academic Commons in redesigned and renovated Sandor Teszler Library (\$4 million project)
- Appointed Wofford's first academic Dean of Diversity, Equity and Inclusion
- Created Diversity Search Advocacy program to diversify Wofford's faculty
- Secured nearly \$1,000,000 in grants for curricular innovation and faculty development (incl. Andrew W. Mellon and Arthur Vining Davis Foundations)
- Led comprehensive work to strengthen shared governance, including creation of an independent Rank and Tenure committee; led faculty effort to strengthen and update guidelines for tenure and promotion
- Oversaw highly successful reaccreditation process by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Kalamazoo College:

Associate Provost (2014-16)

In the role of Associate Provost at Kalamazoo College my responsibilities included appointment of adjunct faculty; managing course enrollments and adjunct staffing; liaison with the Registrar; faculty and curriculum development, especially the Sophomore Year Experience program; representing the Provost's Office on the Educational Policies and Faculty Development Committees; Strategic Initiative Task Force leadership; and collaborating with the Provost and faculty on a range of projects and initiatives in support of the academic program.

Major Accomplishments:

- Appointed by President Eileen Wilson-Oyelaran to co-chair strategic student success task force on Life After Kalamazoo College.
- Founded the College's first full-year ESL program to better serve non-native English speaking students
- Restructured part-time pay scale to ensure equity and incorporate seniority increases

Dean of the Sophomore Class (2011-14)

As faculty liaison with the sophomore class at Kalamazoo College for three years, I was responsible for stewarding second year students through an often-overlooked transition year in college; advising and coordination of communication with sophomores about important deadlines and events; and development and implementation of the Sophomore Seminar Program, step two of K College's innovative general education core curriculum.

Major Accomplishments:

- Designed and launched the *Sophomore Year Experience* program at K College, a comprehensive way for sophomores to navigate important decisions in

their second college year (declaring majors, applying to study abroad, and discerning vocation)

- Developed innovative Sophomore Seminar course
- Taught workshops and mentored faculty in teaching focused on college sophomores

Chair of the German Department (2008-16)

As Department Chair I oversaw the implementation of a new content- and genre-based curriculum (including course design, materials development, staff training and assessment) since co-designing the new curriculum in 2004-05. I also recruited new faculty and students; developed a German Video Outreach Project for area high schools; and doubled undergraduate enrollments across the board through creative curricular offerings, targeted recruitment and extra-/co-curricular programs.

Mellon Grant Facilitator (2009-12)

For three years I served as campus facilitator for the Mellon-funded “New Directions Initiative,” a \$4 million consortium grant that funded mid-career faculty in the Great Lakes Colleges Association to develop new and innovative strands in their research areas or pedagogical practice. During this time I assisted K College faculty in receiving over \$150,000 in funding through the New Directions Initiative.

Pacific Lutheran University:

Chair of the German Section (2000-04)

As section chair I set my sights on curricular revision and student recruitment at PLU. Within two years I succeeded in doubling undergraduate enrollments in German; I developed a full complement of extracurricular programs for German; and began implementing a content-based curricular model before voluntarily leaving the university to accept a position at Kalamazoo College.

- Developed first German study abroad program at PLU

The University of Chicago:

Assistant Director of Student Housing (May 1999- August 2000)

In addition to supervising staff and the operations of eight urban residence halls at a major research university, at UChicago I was also responsible for conceiving and implementing a pilot program in College residential living designed to provide enhanced academic and co-curricular support for first-year students. My duties included the development of multiple academic support programs; training and supervision of residence hall staff; the design and implementation of a technology-rich *Residential Language Commons*; development of campus-wide Student Leadership Initiatives; supervision of publications; and sitting on local and University committees.

LEADERSHIP DEVELOPMENT:

CIC Senior Leadership Academy (2016-17): Participated in a year-long, mentored program for administrators in higher education who aspire to senior leadership positions in independent colleges or universities. My mentors included the president of a CIC institution and a former president, and my Professional Enhancement Plan strengthened my knowledge in Advancement and financial management.

Penn State Academic Leadership Academy (2015-16): Participant in a year-long real time and virtual leadership development course for academic administrators covering topics like organizational dynamics, shared governance, communication strategies, faculty employment and development issues, strategic management, budgeting, conflict resolution, and managing organizational change. (June 21-25, 2015 and throughout the subsequent year)

GALI Institute (2014): Participated successfully in the Great Lakes Colleges Association Academic Leadership and Innovation Institute, a workshop focusing on academic leadership, decision-making, negotiation and budgeting, and institutional strategic planning. (October 17-19, 2014)

AWARDS:

2014: Best Article in *Die Unterrichtspraxis/Teaching German* Award for “From Broadway to Berlin: Transformative Learning through German Hip-Hop.” *Die Unterrichtspraxis/Teaching German* (46.1 Spring 2013)

1995: Finalist, Outstanding Lecturer in the College, University of Chicago

GRANTS:

2018: Arthur Vining Davis Foundation, institutional grant to support faculty development and mentoring programs (\$250,000)

2017: Andrew W. Mellon Foundation, institutional grant to Wofford College to support general education reform (\$500,000)

2016: Jolley Foundation, institutional grant to create a summer bridge program for Pell-eligible and first-generation students entering Wofford College (\$152,793)

2010: New Directions Initiative Grant from the Great Lakes Colleges Association (\$7,260)

2001: Regency Advancement Award, Pacific Lutheran University (\$3,500)

2001: M.J. Murdock Charitable Trust, Private Higher Education Initiative in Information Technology (\$1,000)

1992-93: DAAD Annual Grant Recipient for research at the Friedrich-Wilhelms Universität Bonn (\$15,000)

PUBLICATIONS:

Books:

Theatre and Nation in Eighteenth-Century Germany, Ashgate Press (2007)

Scholarly Articles:

Sosulski, MJ. Responding to COVID-19: A Chief Academic Officer's Perspective. *Second Language Research & Practice*. 2020. 1(1), 149-33.

Crane, C, Sosulski, MJ. Staging transformative learning across collegiate language curricula: Student perceptions of structured reflection for language learning. *Foreign Language Annals*. 2020; 1–27. <https://doi.org/10.1111/flan.12437>

Crane, C, Sosulski, MJ. Identifying and Evaluating Transformative Learning in the Language Classroom. *A Transformative Philosophy of Foreign Language Education: Theory, Praxis, and Programs*. Eds. Betty Lou Leaver, Dan Davidson and Christine Campbell. Cambridge University Press. (Forthcoming)

Sosulski, MJ. From Broadway to Berlin: Transformative Learning through German Hip-Hop. *Die Unterrichtspraxis/Teaching German*. 2013 (46.1 Spring)

Sosulski, MJ. Workshop in German Drama: Using Period Acting Techniques to Enhance Second Language Acquisition. *Scenario* 2008.
<http://publish.ucc.ie/journals/scenario/2008/01>

Sosulski, MJ. Goethe, Johann Wolfgang von. *Encyclopedia of Life Sciences*. 2001. Macmillan Publishers Ltd. <http://www.els.net>

Sosulski, MJ. Trained Minds, Disciplined Bodies: Konrad Ekhof and the Reform of the German Actor. *Lessing Yearbook* 2000 (Winter).

SELECTED SCHOLARLY PRESENTATIONS:

Advocating for German Programs: Planning for Recruitment and Retirement. American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Washington, DC. November 22-24, 2019. (Invited panel participant)

“General Education Reform at Wofford College: Best Practices and Lessons Learned.” The Annapolis Group Annual Meeting, Annapolis, MD. June 18-20, 2018.

“Transformation through Text: Teaching toward Multiple Perspectives in the FL Classroom.” Modern Languages Association Annual Convention, Austin, Texas. January 7-10, 2016.

“Metacognition as the Key to Success: Building a Stronger German Program using Structured Reflection.” American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, San Diego, CA. November 20-22, 2015.

“Transformational and Transcultural Learning through Structured Reflection” (with Co-presenter Cori Crane, UT-Austin). American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, San Antonio, Texas. November 20-24, 2014.

“Seeing in the Dark: Memory and Vocation in the Writings of Novalis.” 2014 Meeting of the Northeast American Society for Eighteenth-Century Studies, Syracuse, NY. September 25-27, 2014.

“Effective Support for At-Risk German Programs: A Roundtable Discussion” (AATG Planned Session) American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Orlando, Florida. November 22-24, 2013.

“What’s Werther Got to Do with It? New Approaches to Teaching and Learning about Goethe, Schiller and Beyond” (Chair of AATG-Sponsored Planned Session) American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Orlando, Florida November 22-24, 2013.

“Transformative Learning through German Hip-Hop.” American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting, Philadelphia, PA. Nov. 15-18, 2012.

“Character, Meaning and its Making: On the Notion of Vocation in Goethe’s *Wilhelm Meister*.” The 42nd Annual Meeting of the American Society for Eighteenth-Century Studies, Vancouver, Canada. March 17-20, 2011.

“Get(ting) a Life in the 18th Century: Schlegel’s Response to Goethe.” The 42nd Annual Meeting of the American Society for Eighteenth-Century Studies, Vancouver, Canada. March 17-20, 2011.

“Romanticizing Vocation: Schlegel’s Reception of the Goethean Notion of *Beruf* in *Wilhelm Meisters Lebrjahre*.” 39th Annual Meeting of the British Society for Eighteenth-Century Studies, St. Hugh’s College, Oxford University, England. January 5-7, 2010.

SELECTED WORKSHOPS PRESENTED:

Shared Passages Program Faculty Development Workshops

“Structured Reflection in the Sophomore Seminar” (2013)

Conceived and directed a seven-day Kalamazoo College faculty retreat and workshop in Cáceres, Spain on the use of structured reflection for sophomore undergraduates preparing for study abroad.

“Intercultural Learning” (2013)

Together with the Deans of the First Year Experience and the Senior Class, facilitated day-long workshop for faculty teaching in Kalamazoo College's core curriculum on the topic of intercultural learning and teaching.

"Developing Effective Writing Prompts for First-Year Students" (2012)
Co-facilitated workshop for Kalamazoo College faculty teaching in the First Year Seminar Program on developing sound essay prompts for students participating in foundational writing courses.

"Intercultural Approaches to Film and Video" (2011)
Presented workshop to Kalamazoo College faculty teaching in the Shared Passages core curriculum on effective strategies for deploying film and video in the teaching of intercultural topics, a key element of the Sophomore Seminar program.

TEACHING EXPERIENCE:

Kalamazoo College: Assistant Professor of German (September 2004-2007);
Associate Professor of German (September 2007-present)
Teach all levels of German language, literature, film, and culture
Supervised numerous Senior Individualized Projects in German

Pacific Lutheran University: Assistant Professor of German (2000-2004)
Taught all levels of German language, literature, and culture
"Liberty and Power," second-semester course in PLU's alternative International Core curriculum (team-taught with Greg Johnson, Philosophy)

DePaul University: Adjunct Instructor in German (Spring 1997)
Basic German III

Valparaiso University: Adjunct Instructor in German (1995-97; 1998-99)
First and Second Semester German
Intermediate German
German Composition and Conversation
Selected Readings in German Literature I and II, taught in German

The University of Chicago: Lecturer in German (1993-95; 1997-98)
Beginning German (101, 102, 103)
Accelerated Beginning German (104, 105, 200)

SERVICE:

To the Profession:

Manuscript Reviewer, *Die Unterrichtspraxis* (2008-2016)
Vice President, Washington Chapter of the American Association of Teachers of German (2003-04)
AATG Representative to the Board, Washington Association of Foreign Language Teachers (2003-04)

Curriculum Vitae, Michael J. Sosulski

To Kalamazoo College:

Co-Chair, Strategic Task Force on “Life after K” (2015)
Member, Intercultural Working Group on Training (2015)
Member, Shared Passages Steering Committee (2012-present)
Member, Academic Standards Committee (2012-present)
Chair, German Department (Sept. 2008-present)
Campus Facilitator, Great Lakes Colleges Association “New Directions”
Grant (2009-present)
Member, Committee on Teaching (2005-10); Chair (2007-10)
Member, Health Sciences Advisory Committee (2008)
Member, Distinctiveness Initiative Task Force, Kalamazoo College (2007-08)
Member, Committee for the Future of Kalamazoo College [Strategic Planning] (2006-09)
Member, English Search Committee (Film position, 2006-08)
Member, Japanese Search Committee (2009)
Advisor to Visiting International Students (2006-07)
Summer Conversations among Untenured Faculty (2005)

To Pacific Lutheran University:

Chair, Faculty Committee on International Education (2003-04)
Co-Chair, Task Force to establish an International Hall (2003-04)
Campus Life Committee (2003-04)
Student Life Disciplinary Review Board (2003-04)
Fulbright Grant Advisor (2002-04)
Advisor to Transitional Students (2000-04)
Mentor to a Gates Achiever Scholar (2002-03)

RESEARCH INTERESTS:

Johann W. von Goethe
Historical-critical notion of vocation
National movements and their expression in German culture, 18C-present
History of German theater
Early German Romanticism

TEACHING INTERESTS:

German Literature and Culture, esp. Drama, 18th-20th Centuries
Performance History, esp. period acting styles
Weimar Classicism and Age of Goethe
German Expressionism (esp. poetry)
W.G. Sebald
Media Studies and Visual Culture, esp. German film and video
Freshman/Sophomore Humanities
All levels of German Language and Culture

OTHER PROFESSIONAL ACTIVITIES:

Trained Tester for the Goethe-Institut Examinations at the B1, B2 and C1 Levels according to the Common European Framework of Reference for Languages (certified 2004-16).

Transatlantische Kooperation in der Evaluierung fremdsprachlicher Kompetenz (KEFKO): Three-week, competitive professional development seminar for teachers of German in Leipzig, Germany on the equivalency of the Common European Framework of Reference and the ACTFL Proficiency Guidelines; sponsored by AATG, on June 27-July 15, 2011.

Editorial Assistant for *Critical Inquiry*, 1990-91.

MEMBERSHIPS: Modern Language Association, German Studies Association, American Society for Eighteenth-Century Studies, Midwest American Society for Eighteenth-Century Studies, American Association of Teachers of German

LANGUAGES: German (near-native proficiency; OPI Advanced High in German, 2011), French (reading knowledge)

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