



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

October 29, 2021

TO: Southern Oregon University Board of Trustees
FROM: Sabrina Prud'homme, University Board Secretary
RE: Notice of Special Meeting of the Board of Trustees

The Southern Oregon University Board of Trustees will hold a special meeting on the date and at the location set forth below.

The board will meet to consider the employment of a university president, which will take place in an executive session, pursuant to ORS 192.660(2)(a). Additionally, the board will authorize the board chair to negotiate a contract with a presidential candidate(s).

The special meeting will occur as follows:

Tuesday, November 2, 2021

1:45 p.m. to 3:45 p.m. (or until business concludes)

Meese Room, Hannon Library, 3rd Floor (Room 305)

To view the proceedings remotely, visit <https://sou.zoom.us/j/81244380713> at the time of the meeting.

Visit governance.sou.edu for meeting materials.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University.

Accommodations and Public Comment

If special accommodations are required or to provide written public comment or testimony, please contact Pamela Tomac at (541) 552-8055 by 5:00 PM on Monday, November 1, 2021.

Members of the public who wish to provide public comments for the meeting are also invited to submit their comments in writing. Please send written comments to the Board of Trustees email address: trustees@sou.edu. Public comments also may be sent to the board via postal mail addressed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Ashland, OR 97520.



Board of Trustees
November 2, 2021

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Special Meeting

November 2, 2021

1:45 – 3:45 p.m. (or until business concludes)

Meese Room, Hannon Library

<https://sou.zoom.us/j/81244380713>

AGENDA

Persons wishing to participate during the public comment period shall notify trustees@sou.edu by 5:00 PM on Monday, November 1.
Please note: times are approximate and items may be taken out of order.

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|----------|--|---|
| 1 | Call to Order and Preliminary Business | Chair Santos |
| 1.1 | Welcome and opening remarks | |
| 1.2 | Agenda review | |
| 1.3 | Roll call | Sabrina Prud'homme,
SOU, Board Secretary |
| 2 | Public Comment | |
| 3 | Consider the Employment of a University President [Executive Session Pursuant to ORS 192.660 (2)(a)*] | Chair Santos; Board of Trustees |
| 4 | Authorization of Board Chair to Negotiate Contract with Presidential Candidate(s) (Action) | Chair Santos; Board of Trustees |
| 5 | Adjourn | Chair Santos |

* No final decisions will be made in the executive session

Public Comment

Consider the Employment of a University President [*Executive Session Pursuant to ORS 192.660 (2) (a)]

* No final decision will be made in executive session.

Chris Gilmer, Ph.D. (Pronouns: he, him, his)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

CAREER OVERVIEW AND GOALS

With 30 years of upwardly mobile leadership experience in higher education and private sector administration, grant writing and federal programs administration, community mobilization and coalition building, pre-K through adult educational consulting, training and technical assistance provision, undergraduate and graduate teaching face-to-face and online, academic writing and publications management, public relations and journalism, faculty development, curriculum development, project evaluation, staff supervision and comprehensive human resources management, fundraising and fiscal management, I have proven myself valuable to all of my employers and am now searching, not randomly for a job, but deliberately for a leadership path that will challenge me to use my passions for education, community-building, workforce development, and equity to effect positive social change through the medium of education.

I currently serve as President and tenured Professor Humanities at West Virginia University at Parkersburg. I have served as Executive Director/Chief Operating Officer of Alcorn State University's Vicksburg Campus, Vice President for Academic and Sponsored Programs at a nonprofit agency, and Vice President for Academic Affairs at Adams State University. I was Director of Online Education for Alcorn's three-campus system and Professor of English. Alcorn is the oldest public land-grant Historically Black University (HBCU) in the United States. Adams is the oldest federally-designated Hispanic-Serving Institution (HSI) in Colorado. Earlier in my career, I served as a faculty member at Jackson State University, an HBCU designated as Mississippi's urban university, and at Tougaloo College, a private liberal arts HBCU, where I chaired the Department of English and Modern Languages. At Tougaloo, I also served as founding director of the Center for Faculty Development and co-chaired undergraduate research.

Having supervised staffs of 400 people and multi-million-dollar budgets, I was principal investigator/project director of the first Southeast Center for the Application of Prevention Technologies (CAPT) and the first chair and CEO of the National CAPT Network. I provided national leadership toward project start-up, implementation, and evaluation of this network of training and technical assistance centers funded by the U.S. Department of Health and Human Services to serve all U.S. states and jurisdictions, including building and nurturing a nationwide remotely-managed team in five satellite locations.

SKILLS OVERVIEW

Twenty-five years of experience in higher education as a senior executive, professor, trainer, technical assistance provider, grant writer, evaluator, and editor; 20 years consulting experience providing training and technical assistance through the U.S. Department of Education's regional comprehensive center and educational labs networks and other venues on topics ranging from leadership to grant writing and curriculum development to cultural diversity, team building, best practices in teaching and retaining first-generation students, developing culturally relevant pedagogy, differentiated instruction, developmental education, and online education

Twenty-five years of experience as an administrator in higher education and private sector; broad understanding of all major management functions of local and remote staffs including staff hiring, supervision, evaluation, and discipline; budget planning and management; human resources functions; fundraising; and marketing/public relations

Published editor, writer, and master communicator in both written and verbal forms; confident and highly skilled trainer and public speaker

Partner leader, leading by example and earning respect from employees, supervisors, clients, and funders for fairness, vision, inclusiveness, and integrity

Proven consensus builder and master group facilitator capable of engaging and molding disparate individuals and groups into a well-served, well-satisfied constituency

Successful proposal developer, grant writer, and fundraiser leading and serving on teams that have secured more than \$75 million in funding for clients nationwide

Skilled strategic planner and priority setter, sharing success with every member of my team and accepting failure as my bottom-line responsibility, turning any failure into a "teachable moment" and ultimately repurposing it into success in an alternate form

Consistently receive student evaluations among the highest in the departments that I have served and excellent evaluations from all supervisors

EDUCATION

University of Southern Mississippi, Hattiesburg, MS, Ph.D. in English, 1994, emphasis in writing, major figure study in Tennessee Williams, 4.0 GPA

Mississippi College, Clinton, MS, M.A. in English, 1989, emphasis in writing, 3.95 GPA

University of Southern Mississippi, Hattiesburg, MS, B.S. in English/journalism, 1987, 3.7 GPA

East Central Community College, Decatur, MS, A.A. in Liberal Arts, 1985, 3.95 GPA

PROFESSIONAL EXPERIENCE

West Virginia University at Parkersburg, Parkersburg, WV, July 1, 2018-Present; President and tenured Professor of Humanities

West Virginia University at Parkersburg is a free-standing, independently accredited hybrid institution, the only college in West Virginia that is fully a community college and a bachelor's degree-granting university, maintaining strong and traditional ties with West Virginia University, the state's flagship, but not a regional campus of the flagship. WVUP enrolls almost 3,000 students in academic credit-bearing classes working toward an associate or bachelor's degree and additional students in workforce development programs working toward a non-degree certification or credential. WVUP is accredited in good standing with the Higher Learning Commission (HLC) and holds a number of departmental and discipline-specific accreditations.

The university is governed by a local Board of Governors appointed by the Governor of West Virginia in consultation with the university's President who reports to the Board of Governors and also to the Chancellor of the West Virginia Community and Technical College System and the Chancellor of the Higher Education Policy Council, currently a combined role. The college offers a wide range of credentials and degrees supported by a faculty and staff of approximately 400. As president, I supervise five vice presidents and all university functions as well as the independently-governed, but university-staffed WVUP Foundation. We operate at three primary locations, our largest campus in Parkersburg, WV and a satellite campus in Ripley, WV with a downtown center in Parkersburg, and 11 community-based instructional centers.

Major accomplishments under my leadership include, but are not limited to:

- After seven years of year-to-year enrollment decline before my tenure began, we posted an increase of 16 percent new students fall 2020 and an overall enrollment increase of 10 percent for summer 2020; among West Virginia's 19 publicly supported colleges and universities, WVUP posted the largest overall headcount enrollment gain of 10 percent for the 2019-2020 academic year; 18 percent unduplicated headcount enrollment increase from fall 2018 to fall 2019 after my complete restructure of the university's recruitment and admissions leadership and processes;
- Enrollment in early college (high school dual credit) programs doubled in a one-year period and shows promise for more growth;
- Workforce development training hours doubled from 46,000 annual training hours to 96,000 annual training hours delivered to an additional 2,000 non-credit students;
- WVUP courted and received the largest foundation donation in the 60-year history of the university, \$1.8 million from the Arnold Foundation to implement the City University of New York's intensive research-based retention program; one of only two colleges selected nationally in 2019;
- WVUP was selected in 2021 from a large national pool of applicants as one of nine colleges nationwide to participate in the Metallica Scholars Program to elevate the status of workforce and technical education, in partnership with the American Association of Community Colleges;
- The university doubled the amount of competitive grant funding received in a one-year period with promise of significant continued increases, 57 new grants in two years;

- Significant enhancements to the physical plant of both campuses have been successfully completed, including redesign and transformation of the library into a modern learning commons;
- Reinvigoration and nurturing of long-ignored community and college/high school relationships resulting in immediate enrollment increases and much better reputation;
- Nurturing of relationships between WVUP and local nonprofit arts organizations to promote staging theatrical productions, hanging art installations, and hosting concerts on campus for the first time in many years;
- Reframing social justice efforts into an overarching equity program called Opening Pathways to Equity Now, the OPEN Project, after significant consultation with all stakeholders;
- Creation of an experiential learning program piloted with students in the strategic communications major, under the mentorship of their faculty and the professional marketing staff, who have taken over the marketing function of the university with such success that consensus is our marketing has never been better; pilot program set to expand into business, education and other majors through formation of a student recruitment team to supplement, if not to drive, the work of professional recruiters;
- Enhanced focus on shared governance through doubling the membership of the President's Cabinet to better represent all stakeholders; revision of the process to change or add policies and procedures to ensure broader stakeholder feedback;
- Development of a comprehensive short-term and long-term strategic plan for student recruitment based on the life cycle of the student, which served as the foundation for a new university-wide strategic plan completed fall 2020;
- Implementation of feasibility study which has put WVUP's dormant Riverhawk Farm back into service for farm-to-table with local restaurants and to grow potatoes for a locally-based national potato chip company; funded by \$300,000 in pledges and grants to date;
- Creation of the WVU Parkersburg Proud Initiative, a presidential fundraising initiative announced two years ago in collaboration with the WVUP Foundation, the first goal-setting, deliberate fundraising campaign in the university's 60-year history; goal set to raise \$3 million in three years; in less than two years we doubled the goal, presently developing a more ambitious campaign;
- Veterans Resource Center ranked seventh in the nation in 2021; bachelor's degree in early childhood education ranked first in the nation in 2020; bachelor's degree in business ranked 18th in the nation in 2021; 12 national education marketing awards won in 2020-21, more than any college in West Virginia; inaugural Mark Ivester Innovation Award from the Community Colleges of Appalachia in 2021; 26 active Learn and Earn workforce development student internship/externship experiential learning partnerships with area business and industry, more than any college in the nation.

Innovative Behavioral Services, Inc., (IBS) Ridgeland, MS, January 2007-Present; Vice President for Academic and Sponsored Programs, and Founder, National Institutes for Historically-Underserved Students (volunteer)

IBS is a statewide nonprofit providing mental health counseling and educational enhancement. It provides services to historically-underserved students and families without regard to their ability to pay, and my work focuses primarily on fundraising. I have also worked to ensure the

continuous academic integrity in design and implementation of educational programs, and more recently I founded the National Institutes.

As a partnership initially led by IBS, Adams State University, and Alcorn State University, and now led by WVU Parkersburg, I founded, convened, and facilitated the first think tank meeting of the National Institutes for Historically-Underserved Students which brought together by invitation on the Adams State University campus 32 higher education, K-12 education, philanthropic, civil rights, and healthcare leaders from across the nation with our students to sign a *Declaration on the Rights of Historically-Underserved Students*. Three additional think tanks have been held at WVUP (virtually in 2020), and the college and its foundation have assumed the fiscal and programmatic management of the Institutes which now has more than 75 national leaders as active participants, along with many student ambassadors. Our most recent event in Parkersburg included leaders from more than 25 states and the District of Columbia.

There are four inter-related institutes operating under one umbrella:

- The Institute for Social Justice in Higher Education
- The Institute for Curricular Reform in Higher Education
- The Institute for Research and Best Practices in Higher Education
- The Institute for Pre-K through Adult Education Partnerships in Higher Education

The Institute for Social Justice in Higher Education will focus on civil rights issues advocating for historically-underserved and disenfranchised student populations.

The Institute for Curricular Reform in Higher Education will develop curricular materials based on research and best practices that can be shared with colleges and universities at no cost or cost-recovery because texts by publishers have become prohibitively expensive for our most vulnerable students. This Institute will also focus on development of culturally-relevant pedagogies.

The Institute for Research and Best Practices in Higher Education will utilize research-based models to test the theories which emerge from the other Institutes and to validate the efficacy of our work. It will be the dissemination arm to share cross-institute resources with the broader education community.

The Institute for Pre-K through Adult Education Partnerships in Higher Education will build primary/secondary/higher education partnerships and a continuum of best practices. The Institute will focus on familial education and develop resources with that focus.

Chris Gilmer and Associates Consulting, Parkersburg, WV and Vicksburg, MS, 2000-Present, President

I coordinate a group of affiliated, independent college and university faculty members from various disciplines to serve the training and grant writing needs of clients nationwide. Part of our work funds the pro bono services of a nonprofit organization, Innovative Behavioral Services, Inc., a regional nonprofit social services agency providing counseling services and educational support to historically-underserved populations without regard for their ability to pay. I serve as a volunteer officer of the nonprofit.

Clients have included RMC Research Corporation, Mississippi Band of Choctaw Indians, University of Alaska Southeast, Florida State University, Alcorn State University, U.S. Virgin Islands Department of Education, Puerto Rico Department of Education, Mississippi University for Women, Johnson Controls International, Educational Testing Service (ETS), and the U.S. Departments of Education, Justice, and Health and Human Services.

Our work focuses on curriculum development and redesign, specialized writing and editing services, and faculty development training. Additionally, we have secured in excess of \$75 million in competitive federal and non-federal grant funds for clients nationwide. We specialize in researching grant opportunities, matching them with clients, writing and submitting applications, and grants management/evaluation. I have worked as a Faculty Programs Consultant for Cengage Learning, one of the nation's largest educational publishers, providing peer-to-peer keynote addresses and training workshops on developmental education to faculty members and administrators at national and regional conferences and campus-based faculty training events. Cengage maintained a cadre of only 10 Faculty Programs Consultants chosen from a large national pool of faculty candidates.

For 20 years, I have worked with such global educational leaders as the U.S. Department of Education, Educational Testing Service (ETS), and RMC Research as a consultant providing training and technical assistance nationwide through the Comprehensive Centers and Regional Educational Labs on such topics as developmental education, online and adult education, cultural diversity, differentiated instruction, team building, infusing culturally relevant pedagogy, student success, and grant writing. One current consulting project is to sustain a professional learning community of educators in the high-poverty Mississippi Delta, now in its seventh year, and to provide them with training and technical assistance on improving low-performing schools.

Alcorn State University, Vicksburg, MS, August 2013-June 2018 (except for July 2016 through February 2017); Executive Director/Chief Operating Officer, Alcorn State University, Vicksburg Center; Director of Online Education for the ASU System; Professor of English; Executive Director, Southwest Mississippi Center for Culture and Learning; Consultant for Online Education and Vicksburg Expansion

ASU is the oldest public land grant HBCU in America and has been promoting student success and closing the achievement gap for historically-underserved students since 1871. ASU serves almost 4,000 students at three primary locations including its historical residential campus in Lorman and extension centers in Natchez and Vicksburg. I served as Executive Director in charge of the Vicksburg Center overseeing budgets, facilities, personnel, course offerings, continuing education, and community relations. I also served as Director of Online Education for ASU across all locations promoting and developing new online course offerings and degree programs, online education protocols and procedures, academic computing infrastructure related to online education, and faculty development.

University service included membership on the Provost's Advisory Council as a direct report to the Provost, Council of Deans, and Graduate Council. I chaired the Academic Technology Users Group which monitored academic technology use and online education and made recommendations to the Provost and President regarding these university functions. I was hired as a consultant to develop online education and to support expansion into Vicksburg and development of the Vicksburg Center. I transitioned from consultant into administrative roles

June 2015, at which time I transitioned from an administrative role to an adjunct faculty role at Walden University.

In Vicksburg, I served on the steering committee which led to the city's selection as a Ford Next Generation Learning City, the first in Mississippi and 25th nationwide. In conjunction with the Vicksburg Warren School District, we won the Governor's Award for Exemplary Educational Partnerships for our STEM program with the Thurgood Marshall Foundation, one of only two such programs nationwide.

Adams State University, Alamosa, Colorado, July 2016-February 2017, Vice President for Academic Affairs and Chief Academic Officer; Professor of English, tenured

Adams State University is the oldest federally-designated Hispanic-Serving Institution (HSI) in Colorado and a highly diverse university. It educates students through face-to-face, online and hybrid bachelor's through doctoral programs including a unique program for incarcerated students and a Council for Accreditation of Counseling and Related Educational Programs-accredited (CACREP) master's program in counseling.

Reporting directly to the President, I was one of three vice presidents comprising the senior management team and having signature and other decision-making authority in the president's absence. Under her leadership, we administered a \$60 million annual budget, and I had direct responsibility for the budget of the academic sector. I sat on the Executive Council, President's Cabinet, and Athletic Council while convening and presiding over the Academic Council (council of departmental chairs) and Graduate Council, directly supervising the Associate Vice President for Academic Affairs and Assistant Vice President for Academic Affairs. Additionally, since Adams does not have an academic structure including deans, I directly supervised 13 departmental chairs, the first-year experience program, directors of the library and academic technology, the major in interdisciplinary studies, research and sponsored programs, and distance and continuing education programs.

While fully-accredited, Adams was on probation from the HLC when I arrived, primarily for violations in its distance education programs, and I oversaw complex reaccreditation efforts resulting in removal of the university from probation and restoration to normal accreditation status. At the state level, I sat on the Chief Academic Officers Council with representatives from all other public universities and community colleges in Colorado. I networked extensively with the Adams State Board of Trustees on matters related to academic affairs and with the Office of Title V Programs to oversee academic components of the suite of grants received based on the university's HSI designation.

Major accomplishments included, but were not limited to:

- Overhaul of developmental programs to include two corequisite education pilots in math and one pilot in English embedded into the local high schools;
- Founding of FUTURO Education, Families United To Unleash Rural Opportunities, an umbrella for the university's community-based programs serving the 14 independent school districts in the San Luis Valley with emphasis on dual enrollment for high school students;

- Supported overhaul of general education based on a unique model using equity and inclusion as the foundation;
- Evaluation and rebuilding of the Office of Extended Studies (distance education) which oversees distance education and was the focus of concern resulting in HLC probation;
- Oversaw faculty retention, promotion, and tenure;
- Successful site visit from CACREP resulting in full accreditation for doctoral program in counseling; also accredited at the master's level;
- Receipt of National Science Foundation ADVANCE grant to promote minority women in STEM fields; served as Principal Investigator;
- Development of training sequence implemented for Academic Council and Extended Studies management and staff on best practices in online education and evaluation of online course quality;
- National search for Assistant Vice President for Academic Affairs/Graduate Programs, Research, and Sponsored Programs; oversaw searches for other senior positions;
- Taught Ethnic and Minority Literature in the Department of English during my first semester on campus because the university lost its only other scholar in this area and the course was going to be canceled;
- Formed and nurtured strong relationships with the university's students, management team, trustees, faculty, staff, alumni, and community supporters;
- Actively supported the university's programs for its most vulnerable students including Community for Inclusive Excellence, Leadership, and Opportunity (CIELO), Upward Bound, College Assistance Migrant Program (CAMP), Cultural Awareness and Student Achievement Center (CASA), Boettcher Teacher Preparation, and others;
- Formed strategic partnerships with other minority-serving institutions, research universities, community colleges, federal technical assistance providers, nonprofits, and private companies nationwide;
- Developed and deployed an equity-based academic strategic planning model to replace the dated 2009 academic master plan;
- Oversaw university's reaccreditation efforts to comprehensively and strategically prepare for HLC's successful November 2017 site visit;

Walden University, Minneapolis, MN, August 2009-June 2016, Core Professor and Chair/Academic Coordinator, Department of Undergraduate Writing, College of Undergraduate Studies (CUGS); Contributing Faculty, CUGS; Chair, Writing Task Force; Faculty Development Director for CUGS

A member of the Laureate Educational Network of 70-plus universities with more than one million students worldwide, Walden enrolled at the time of my service 60,000 students from almost 150 countries. It is among the largest, most highly accredited fully online universities in the world. I served five years as departmental chair/academic coordinator and then as a contributing faculty member in the College of Undergraduate Studies, providing its general education curriculum. I oversaw the remotely distributed undergraduate writing faculty and taught courses in all areas of writing, women's literature, modern popular culture, and interdisciplinary studies. I also served as Chair of the Walden University Writing Task Force, an elected member of the College's Curriculum Committee that approves all major course changes and all new courses, a member of the first-year experience committee, and as a senior colleague

for new faculty members. I recommended curriculum revisions and new course development in the area of writing, chaired the task force that developed the writing skills assessment test, and was a member of the Faculty Advisory Panel for the Center for Faculty Excellence (CFE).

A recipient of the 2014 Faculty Excellence Award, one of only ten such awards given each year and selected from a global faculty of 3,000, I served on Walden's university-wide accreditation steering committee chairing the subcommittee on mission. I also chaired the subcommittee on student issues for the general education academic program review that supported a 10-year reaffirmation of accreditation from the HLC. I directed faculty development for CUGS, served on the committee developing Walden's new undergraduate honors program, and served on the CFE task force to measure the social change impact of Walden's graduates. Elected as a faculty representative to my college's senior management team, diversity in faculty recruitment and hiring grew through my efforts as departmental chair and in other leadership roles. Co-founded online support communities/affinity groups for Black and LGBTQ+ students, and allies.

Mississippi State University, Mississippi State, MS, August 2010-May 2013, Visiting Faculty Member and Curriculum Developer, Department of English

Mississippi State is a large land-grant university committed to broad access to higher education and high quality academic programs. I was hired for a three-year fixed term appointment ending May 2013 to develop and pilot teach a fully online Certificate in Professional Writing at the undergraduate and graduate levels including course development. As part of the certificate, I developed and piloted a course in grant writing that was among the most popular new electives.

Jackson State University, Jackson, MS, January 2007-May 2010, Associate Professor of English and Curriculum Enhancement Team Chair, Department of English; Grant Writer, Office of Institutional Advancement, Division of Development

JSU is a comprehensive, urban Historically Black University (HBCU). I facilitated teams that secured grants from several foundations with responsibility for working with deans and department chairs to develop and administer all non-federal grant submissions for the university. Additionally, I oversaw compliance and reporting issues for funded grants. I developed and taught beginning through advanced undergraduate courses, advised students, and served on a variety of committees including the Provost's Quality Enhancement Plan (QEP) team and the Community College Articulation Agreement Committee. As part of the QEP team, I chaired a cross-disciplinary task force of faculty and graduate students in revising the university's freshman composition curriculum with rigorous placement testing and measurement standards. Service learning, learning communities, culturally relevant texts, and instructional technologies were added.

Pacific Institute for Research and Evaluation (PIRE), Calverton, MD (worked remotely), January 2004-December 2006, Deputy Director for Special Programs, Southeast Center for the Application of Prevention Technologies (CAPT)

Responsibilities included providing training and technical assistance to clients in 12 states and jurisdictions on various health and educational topics, strategic planning and resources allocation, primary responsibility for all supplemental projects such as U.S. Department of

Education grantees, data collection and reporting. Additionally, I served as a member of the four-member CAPT management team, and I oversaw all diversity and communications functions.

Tougaloo College, Jackson, MS, August 1999-December 2006, Associate Professor of English, tenured; Chair, Department of English and Modern Languages; and Founding Director, Center for Faculty Development

Tougaloo College is a private liberal arts Historically Black College (HBCU) with high academic standards that celebrates its important historical role in the Civil Rights Movement. While at Tougaloo, I chaired the Department of English and Modern Languages, developed and taught courses from developmental writing and composition through honors senior courses in British, American, and world literature. I directed the tutoring programs of the Writing Center and Writing across the Curriculum initiatives, co-directed undergraduate research programs, and served on the college's successful reaccreditation team. While at Tougaloo, I mentored more HBCU Mellon Fellows than any other faculty member at any HBCU nationwide and helped to redesign the first-year experience. I also taught in a bridge program for high school students through the college's TRIO program and prepared students for the Tougaloo College/Brown University student exchange program.

Selected by and reporting to the provost to serve as the Center for Faculty Development's founding director, I led efforts in developing, implementing, and revising the college's faculty performance assessment system; assisting faculty members in developing portfolios for tenure and promotion; recruiting diverse faculty members; developing individualized corrective plans for faculty members not meeting approved standards; conducting needs assessment regarding faculty training needs and providing training; assisting faculty members in the preparation and submission of grants; securing funds for and fostering faculty/student undergraduate research; mentoring junior faculty and developing a formal senior/junior faculty mentorship program; gathering faculty performance data and generating reports drawn from the data for accreditation and other purposes; serving as a liaison between the faculty and senior administrators; creating opportunities to maintain high faculty morale; and performing a wide array of related tasks.

While at Tougaloo, I served as a consultant for Belhaven University, a private liberal arts college, as it developed its highly successful adult education program, developing and piloting most of the modules in composition and communication and teaching as an adjunct in the working adult program for five years.

Developing Resources for Education in America, Inc. (DREAM), Jackson, MS, 1992-2001, Acting President, Associate Executive Director, Executive Editor, and Senior Vice President for Research and Sponsored Programs; Founding Director/Principal Investigator of the Southeast Center for the Application of Prevention Technologies and Founding Chair/CEO of the National CAPT Network

DREAM was a publisher of early childhood through adult educational materials and a provider of training and technical assistance. Originally hired to provide leadership to the publishing division serving 26 states and Puerto Rico, I was quickly and additionally promoted to lead the transition of this small, locally-based non-profit agency into a regionally and nationally respected educational publishing house and training provider. I served as managing editor of a series of pre-K-2 children's books on cultural diversity (and author of one volume) with gross sales in

excess of \$1 million. This series, promoting life skills, critical thinking, and cultural diversity, was distributed through a grant to every kindergarten and first-grade classroom in Mississippi and translated and culturally adapted for extensive use in Puerto Rico's kindergarten program.

I oversaw DREAM's publications and media relations and its first grant writing campaign, securing \$20 million for the company, more than doubling the staff, and increasing the annual budget three-fold to over \$10 million. Duties included overseeing all aspects of national conferences for audiences as large as 500. As a member of the executive committee, I networked extensively with the Board of Directors, oversaw budgetary and personnel matters including hiring and termination issues, diversity in employment issues, and grant administration, data collection and analysis, project evaluation, and grant reporting. While at DREAM, I presented keynote addresses or workshops at more than a dozen national and international conferences and served two terms as Chair of the Mississippi Executive Prevention Council. I served as Acting President while the founding President took a one-year sabbatical.

For two years, I served as the Founding Director/Principal Investigator of the Southeast Center for the Application of Prevention Technologies (Southeast CAPT), a 12-state and jurisdiction technical assistance center competitively funded to DREAM by the U.S. Department of Health and Human Services under a grant that I wrote. The CAPT provided training and technical assistance as part of the National CAPT Network serving all 50 states and U.S. jurisdictions. I was elected by my peer directors and approved by the funding agent to serve as the inaugural Chair/CEO of the National CAPT Network, overseeing approximately \$25 million in federal funds with five regional offices and 200 employees nationwide.

Prior to 1992

I served as Director of Public Affairs at Mississippi University for Women and as managing editor for two award-winning weekly newspapers. During this period of time, I also served as an adjunct instructor at Mississippi College, a private liberal arts college, and at East Central Community College.

SELECTED AFFILIATIONS (Present and Past) AND PUBLICATIONS

National Commissioner on College Readiness, American Association of Community Colleges

Innovative Behavioral Services, Inc. (volunteer vice president)

Board of Directors, Mid-Ohio Valley Regional Council

Board of Directors, Artsbridge

Board of Directors, Mid-Ohio Valley Chamber of Commerce

Board of Directors, West Virginia Center for Civic Life

Founder and Convener, Arts Collaborative of the Mid-Ohio Valley

Rotary International, Rotary Club of Parkersburg Board of Directors, current President; prior member, Rotary Club of Vicksburg

Board of Directors, Community Colleges of Appalachia

President's National Roundtable, Kettering Foundation

Mid-Ohio Valley Chamber of Commerce's 2019 Business Leader of the Year

Founding Co-Convener, Research Alliance on Improving Post-Secondary Success at HBCUs, Regional Educational Lab Southeast at Florida State University

Founding Co-Convener, Research Alliance on Improving Schools in Mississippi, Regional Educational Lab Southeast at Florida State University

Board of Directors, Founding Vice Chair, Discovery Zone Children's Museum of Parkersburg

Board of Directors, Mountain of Faith Homeless Ministries

Campaign Cabinet, United Way of West Central Mississippi, committee co-chair

Advisory Board, University Press of Mississippi

Vicksburg/Warren County Chamber of Commerce

Steering Committee, Ford Next Generation Learning Vicksburg

Advisory Board, Southwest Mississippi Center for Culture and Learning

Vicksburg Association of Marketing Professionals

Presented more than 100 workshops and keynotes for colleges, private sector, and conferences nationwide spanning two decades; presentations include keynote addresses for statewide conferences of the South Carolina Association for Developmental Education and the Florida Association for Developmental Education and at national conferences on developmental education, adult education, cultural diversity, infusing culturally diverse pedagogy into the curriculum, team building, grant writing, integrated reading and writing, first-year experience, and college success for first-generation and other historically-underserved students

Three invited presentations at the White House Conference on HBCUs

"Making Colleges Student Ready: It's About Time," conference panel presentation for The Society for College and University Planning, October 2021 conference at the University of Illinois-Chicago, lead presenter

Writer and editor of published curricula and training materials, creative nonfiction, children's literature, scholarly peer-reviewed articles, grants, magazine and newspaper articles, and training module on grant writing published by Educational Testing Service (ETS)

Creative nonfiction anthologized three times in peer-reviewed collections by University Press of Mississippi alongside Nobel- and Pulitzer Prize-winning authors and international leaders such as Oprah Winfrey

“You Are Worthy of Your Dreams,” editorial column published in *Diverse: Issues in Higher Education*, spring 2020

“A Letter to George Floyd,” editorial column published in *Diverse: Issues in Higher Education*, summer 2020

Peer-reviewed academic publications: *Studies in American Drama, 1945-Present*; *Journal of Developmental Education*; *Mississippi Encyclopedia*, and *Encyclopedia of Online Education*

Children’s Big Book nine-volume series managing editor (writer of one volume) distributed nationwide with sales in excess of \$1 million, translated and culturally adapted for use in Puerto Rico’s kindergarten program

Published interviews with renowned actors and writers Ruby Dee, Margaret Avery, James Baldwin, and Susan Sontag

Scholarship in Process:

“Imagining the Future: Historically Black Colleges and Universities—A Matter of Survival,” book chapter for a peer-reviewed book forthcoming from Information Age Publishing, co-author

“The Efficacy of Assessment Measures Used for Admission and Certification and Differential Impact on People of Color,” peer-reviewed article forthcoming from the National Education Association, co-author

“Attention, Attention Must Be Finally Paid”: A Case for Reinventing Liberal Arts Education, article forthcoming for Kettering Foundation’s *Higher Education Exchange*, author

Statement of Leadership Philosophy

Chris Gilmer, Ph.D.

A leader knows when to talk and when to listen, and generally spends more time listening. A leader knows what she knows and is confident enough to admit what she does not know. She surrounds herself with people who complement her strengths. A leader takes responsibility for his own actions and for any failure that occurs on his watch, while he is eager to share credit for every success with the members of his team. A leader makes decisions by achieving broad consensus whenever possible, knows when a decision must be made, and is not afraid to make the hard ones alone when they must. They weigh the needs of the many and the needs of the few, making choices fairly even when they cannot always be popular. A leader is respected for transparency and integrity even by the person who occasionally does not agree with one of his decisions. She would always wish to be well liked, but realizes it is more important to be trusted.

Within the higher education sector—while students, faculty, staff, administrators, alumni, donors, and community members are all vitally important—a leader has one primary consideration as the basis for every decision: what is best for the students we serve? Serving students is not just a job. It is an honor. It is why we are here, and a higher education leader is a passionate and tireless advocate for students.

A leader balances consistency with innovation and leverages all available resources, internal and external, to achieve or to exceed the desired outcomes. She realizes that the university must be for and of the community it serves, and she is never too busy to spread the message to one person in line at the post office or one thousand people listening to a keynote address. They feel successful only when the community beyond the university's walls feels ownership and pride and when the community within its walls feels heard, validated, and inspired. A leader does not create a culture of individual personality which could falter when she leaves, but endeavors to create a culture of community with shared vision and common goals which will endure long after she is gone.

My leadership philosophy is simple: I ask no one to work harder than I work or to do anything I would not do myself. I create a deliberately non-hierarchical structure in which all people feel empowered and respected, in which any person feels free to respectfully disagree with me and is willing to accept my respectful disagreement. Such acceptance is the very beginning of building consensus. I evaluate each person on his, her, or their merits based on my own experiences with that person, and I begin new professional relationships with high expectations. I do not say anything about someone that I would not say directly to that person. I expect to be treated by those I lead and by those who lead me no better and no worse than this. For many years, I considered myself a servant leader, trying always to embody the best meaning that the word “servant” connotes, a spirit of service. Since the word also connotes a meaning of hierarchy and a structure in which one person is more than another, however, I have coined the term “partner leadership,” a structure in which each of us can serve equally and with dignity, but in which no one is perceived as less-than. I am a partner leader. I can force people to do almost nothing, but inspire them to do almost anything that is worthy. If ever this is no longer the case, the organization needs a new leader.

Vision Statement for Inclusive Excellence in Higher Education

Chris Gilmer, Ph.D.

With notable exceptions, colleges and universities have always been among the most progressive institutions in American culture, usually ahead and often far ahead of the states and communities in which they are set. We are called to lead and should never be satisfied to follow. Inclusive excellence is one of the critical leadership opportunities of this moment in history for American higher education. We are the laboratories wherein students of every sex, race, age, socioeconomic status, religion, gender, sexual orientation, and every other defining characteristic known to humankind come together. If higher education is called on to educate the mind for professional achievement and community service, are we not also called on to educate the spirit to effect positive social change in a world culture that becomes more global every day? We are the laboratories wherein top academic performers sit in classrooms alongside underprepared students struggling to read the textbooks, and we owe just as much to one as to the other. We are the laboratories in which fifth-generation college students matriculate with first-generation students who have no existing culture of higher education in their families. Transgendered people learn alongside grandmothers, and all hold equally the promise for future generations of their families and the world family. If higher education does not model the behaviors that need to be mainstreamed into society, what institutions will fill that role? The question is not whether we can afford to do it; the question is whether we can afford not to do it.

Tolerance is not enough. Acceptance is not enough. They are necessary, but insufficient. What we must do, what we must be, is more difficult than that—and more promising. We must learn to celebrate that which makes us different as fully and as easily as we celebrate that which makes us the same. What makes us the same, our shared humanity, will take us only so far. The differences in innate abilities, ways of thinking, learned skills, methods of communication, natural orientations, core beliefs, and other individual traits will take us the rest of the way. Watch a group of toddlers playing together in a sandbox

for a glimpse of what we might become. They do not define by race. They do not define by gender. They do not define by social class. Prejudice is taught and learned, fed by one generation to the next. The good news: if it is taught and learned, it can be untaught and unlearned if we are willing to do the hard work and to do it honestly. No longer a wide-eyed child, it is predictable for adults to sometimes fear that which is different, even to promote our own survival at the expense of others. But do we not wish to do more than survive? Are we not called to become something more than predictable? Ultimately, should there not be one united humankind made up of diverse voices?

Infants are not afraid of much, so perhaps we must become as they are—optimistic, open, unjudging, innocent—to live into our full potential. In short, we must be reborn. The gestation has begun. We are growing every day. The birth will not be an easy one. Higher education must be the midwife of this global human rebirth, and if we do our job well, imagine the world in which all of our grandchildren may live together in peace.

Statement of Educational Philosophy

Chris Gilmer, Ph.D.

The best teachers I know are occasionally, but rarely, “sages on stages.” More often, they are coaches who unlock, affirm, and expand the wisdom students already possess and facilitators who create safe spaces in which students can learn not only from them, but from each other and the world around them. Good teachers sometimes provide answers, but are much more interested in asking important questions. They are comfortable in the absence of answers when none exist, secure in their command of their subjects, but equally secure in their own fallibility. They never pass up a teachable moment, and they are more interested in helping students learn how to learn than in precisely what they learn. Good teachers take their responsibility very seriously and themselves seriously enough, but never too seriously. Over time, they become masters of whatever approach works best for them, and they see themselves as much or more as facilitators and partners as they see themselves as leaders. The best teachers provide examples, starting with the most important example of their own lives, and they become role models who inspire students to grow into their best selves while not being afraid of or embarrassed by their own humanity and a few false starts along the way.

Based on my humble beginning in the cotton fields of rural Mississippi, I have adopted the personal creed, “To whom much is given, of him or her is much required.” With the help and sacrifice of more people than I can name, I am living proof that a person can rise above the stereotypes and low expectations society sets for him, and I work daily toward the goal of opening educational doors for this generation and the ones to follow. As a first-generation college student, I have devoted my career to date to enfranchising the disenfranchised, to educating those that some deem uneducable, and to serving as a voice for those who need an advocate and are, at least temporarily, unprepared to speak for themselves. Having spent my academic career with underserved students, I have been privileged to serve thousands of first-generation college students, under-prepared learners, honors students, traditional and adult learners,

students who came to college from around the corner and from the other side of the world. A good teacher embraces all kinds of learners. There is no need for any college without the students it serves, and I have celebrated equally with the dyslexic basketball player to whom I taught vocabulary words while shooting free throws and the Rhodes Scholar finalist whom I helped gain admission to law school.

My life is a case study in the transformative power of education, not just for individuals, but for families and entire communities. Education is the great equalizer. It must not be simply a privilege of those to whom access comes easily. It must not be tailored only to serve the needs of those prepared to excel. It must be a right of every person willing to work hard for it. It is less the job of the student to meet higher education fully prepared than it is the job of higher education to meet each student wherever she, he, or they might be along the continuum and to serve as a bridge to opportunities for a lifetime of professional contributions and service. Only when this vision is realized will the promise of equality and social justice for all made so long ago by this nation be kept.

A teacher is a lifelong learner who leads students with one part inspiration, one part personal example, and one part benevolent authority. The student is not always right, but neither is the teacher. The student is, however, always the student and, as such, our only reason for choosing this vocation. In 2021, a classroom can be in a traditional building with tables and chairs, a field of clover in motion under a March breeze, a strip mall, a beach with wireless Internet connection, a home nursery while an infant sleeps, or a workplace cafeteria. It can be in Mexico City or Prague; Parkersburg, West Virginia or Ashland, Oregon. Students do not care what we know until they know that we care. Students can be forced almost nowhere, which is as it should be, but they can be inspired almost anywhere. Teaching is, therefore, a sacred trust, an awesome responsibility, an honor, and perhaps for the very best teachers, even a calling. Over the years, many students have asked me if I will remember them should we meet again at some far distant time. My answer: Maybe not if I only taught you something, but absolutely if you taught me something. What a radical notion—teachers not afraid to learn with and from those they teach.

BROCK FRANKLIN TESSMAN, PhD
Deputy Commissioner for Academic, Research, and Student Affairs
Montana University System

[REDACTED]

EDUCATION and TRAINING

- PhD Political Science, University of Colorado at Boulder (2004)
Dissertation: *Structural Change, Foreign Policy, and War* (Chair: Steve Chan)
- MA International Affairs, University of Colorado at Boulder (2001)
- BA International Relations (with honors), Brown University (1998)

LEADERSHIP POSITIONS

Deputy Commissioner of Higher Education, Montana University of System (2018-present)

I serve as the Chief Academic, Research, and Student Affairs Officer for the Montana University System (MUS), with executive responsibilities on behalf of the Montana University System Board of Regents (BOR). The Montana University System enrolls approximately 50,000 students, 8,000 full-time faculty and staff, and generates approximately \$315 million per year in research expenditures. Among my key areas of responsibility:

System-Level Leadership

- *Management of Campus Leaders across the MUS.* Explicit responsibility for coordination of Chief Academic Officers, Chief Research Officers, and Student Affairs Officers across the 16-campus Montana University System.
- *Leader of System-wide Covid-19 Response.* Chair of the 'Healthy MUS Task Force,' with responsibility for coordinated testing, contact tracing, campus mitigation policies, athletics planning, CARES Act allocations for higher education, and other directives to the 16 Montana University System campuses. Primary connection to Governor office, statewide incident commander (National Guard), and Montana Department of Public Health and Human Services (DPHHS), Montana's Department of Emergency Services (DES), and multiple local public health officers.
- *MUS Campus CEO Search Committee Chair.* Chair of four separate campus CEO search committees (Montana Tech, Montana State University-Billings, Helena College, Great Falls College) 2019-2021.
- *Athletics.* Direct coordination of MUS Athletic Directors from Frontier Conference (NAIA), Big Sky Conference (NCAA), and GNAC (NCAA D2) on Covid-19 related policies and new statewide policy on alcohol sales at competition venues.
- *Driving Success for the Montana Board of Regents.* Primary contact for the seven-member, governing Board of Regents (BOR). Lead staff for Academic, Research, and Student Affairs (ARSA) Committee as well as the Two-Year and Community College Committee. Engaged on daily basis with Board members on matters related to Committee work, Covid-19 response, implementation of the MUS Strategic Plan, and BOR communications with MUS constituents.
- *Budget Responsibility.* Direct responsibility for annual office budget of \$35 million, and part of cabinet team responsible for securing and allocating \$1.6 billion and \$200+ million in state general funds to our campuses. Co-managed distribution of approximately \$55 million in CARES-related funding to MUS campuses.

- *Academic Program Planning and Approval.* Responsible for approval and review of academic degree programs, certificates, centers, and institutes on all 16 campuses in the Montana University System, with an emphasis on collaborative programming, innovative delivery, and our charge to avoid needless duplication of existing efforts; developed new academic planning, approval and review process to accelerate approval of new workforce training programs and enhance rigor of program review process.
- *Academic Policies.* Support the policies and positions of the MUS Board of Regents, with the goal of improving system efficiency and integration.
- *National Engagement.* National presence as part of WICHE Forum Executive Committee, WICHE Alliance Executive Committee, National Association of System Heads (NASH) Chief Academic Officer Network; NASH Equity Network; NASH Equity Collaborative; NASH Taking Student Success to Scale (TS3) System Lead; American Association of Community Colleges (AACC) State Director.
- *Accreditation.* Engage campus accreditation processes, including site visits and recommendations from the Northwest Commission of Colleges and Universities.
- *Tenure and Promotion.* Review and provide recommendations to MUS Commissioner regarding tenure and promotion files for non-flagship campuses reporting directly to the Commissioner of Higher Education (Montana Technological University, Helena College, UM Western).
- *Legislative Communication.* Report, testify, inform legislative partners in multiple committees; serve as a primary liaison to Education Appropriations Committee, Education Interim Committee, and Joint Education Committee. Helped secure \$30+ million tuition buy-down in exchange for shared Career & Technical Education policy goals with legislative partners in 2019 and in 2021; System co-lead as part of MUS 2-Year Study Commission.

Driving Student Success, Equity, Diversity, and Inclusivity

- *Equity, Diversity, Inclusivity.* Coordinate efforts among diversity councils and Chief Diversity Officer(s) in the MUS. Launched MUS Teaching Scholars Program, with an emphasis on promoting equity, social justice, and racial justice through 12 Faculty Learning Communities and pedagogical innovation; launched division-wide conversations around social justice, and anti-racism; Created course sharing framework for Summer 2020 Anti-Racism suite of courses; System leader as part of NASH Equity Action Collaborative.
- *American Indian Student Enrollment and Success.* Oversee American Indian and Minority Achievement (AIMA) programming and director activities, resulting in increased American Indian student enrollment, higher retention rates, and a higher rate of on-time completions; efforts recognized by 2020 WICHE Bernice Joseph Award for American Indian and Minority Achievement Dashboard; implementation of online hub “Indian Education For All” course; successfully launched new American Indian Postbaccalaureate Program for medical school preparation; responsible for Tribal College outreach; Tribal Relations Report for Montana Governor’s Office.
- *Leadership of Federal College Access Programs.* Principal Investigator (PI) on Montana University System’s first Educational Opportunity Center (EOC) grant from the Department of Education; responsible for two major diversity-oriented federal grant programs totaling over \$5 million annually: Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP), and Montana Educational Talent Search (ETS).
- *Montana 10 Student Success Pilot.* Developed and secured approximately \$1 million in funding for student success initiative for Pell-eligible students built around philosophy of academic momentum, purpose and belonging, and financial supports. First year outcomes led to approximately a 20% jump in retention rates across matched cohorts.

- *Driving Statewide Student Success.* Direction of Montana’s Alliance Membership in Complete College America; Montana’s status as one of four Systems to receive the NASH/Lumina Taking Student Success to Scale (TS3) - High Impact Practices (HIPs) grant; lead signatory of recently received \$200,000 grant on redefining the “Value of Higher Education” to Montana students, communities, and business and industry partners.
- *Mental Health and Suicide Prevention.* Reconvened MUS Mental Health Awareness and Suicide Prevention Task Force; development of system-wide Covid-19 Mental Health and Wellness Toolkit; secured \$350,000 in funding for mental health supports in response to Covid-19 pandemic.

Promoting College Access and Affordability for Montanans

- *Increase College Access.* Increase student access to the Montana University System through launch of MUS “ApplyMontana” Portal, Centralized Application Process, and new approaches to recruiting and supporting rural, Native American, and other underserved populations; System-wide responsibility for specific programs such as GEAR UP, Educational Talent Search, Montana iGraduate initiative.
- *Montana’s Community College Coordinator.* Serve as Statewide Community College Coordinator and staff chair of the MUS Two-Year and Community College Committee; lead development of University of Montana Two-Year Consortium; Executive Committee Member of the WICHE Alliance; drive new strategic plan for public two-year institutions in Montana.
- *Expanding Online Learning.* oversee Montana’s E-Learning Group of campus online learning leaders; launched cross-campus shared academic programming initiative (Quottly); MUS representative on Montana Digital Academy Advisory Board – Montana’s principle platform for delivering online learning to secondary school students.
- *Dual Enrollment.* Lead launch and sustainability of the MUS “1-2-Free” program to promote dual enrollment; generated 25% year-over-year growth in dual enrollment participation, with focus on rural outreach, expansion of CTE opportunities, and course quality and enhancement.
- *Seamless Transfer.* Led push to successfully complete (99%+) Common Course Numbering (CCN) system for thousands of eligible lower division courses across the MUS. Brought faculty councils together to produce consistent degree maps / transfer pathways in high-transfer majors.
- *Open Educational Resources.* Led MUS Open Educational Resources Initiative to increase course quality and textbook affordability through use of MUS Board of Regents Strategic Priority Funds.
- *State Authorization.* Responsible for Montana’s national SARA agreements; authorization of non-Montana institutions to grant degrees in Montana.

Workforce and Economic Development

- *Enhancing Career & Technical Education (CTE).* Lead development of new State Plan for Carl D. Perkins grant; serve as leader of the CTE State Executive Leadership Team (SELT); drive stronger CTE collaboration between post-secondary and secondary systems through creation of joint CTE position; lead initiatives such as Montana Career Pathways, which provide structured CTE pathways for high school and middle school students all the way through post-secondary education.
- *Public-Private Partnerships.* Established new partnership and MOU with the Finishing Trades Institute of the Upper Midwest (FTIUM) in order to add previously non-existent training programs to Montana’s economy in collaboration with MUS 2-year Colleges.
- *Workforce Development Leadership.* Designated representative on Governor Bullock’s State Workforce Innovation Board (SWIB) and Future Ready Cabinet. Coordinate partnerships between

industry, government, and post-secondary education in Montana, with the goal of quickly meeting workforce needs in high demand areas such as the health professions and cybersecurity. Increase the number and quality of Work-Based Learning (WBL) opportunities, including apprenticeships, co-ops, internships, and other opportunities.

- *Adult Learning.* Work with MUS institutions and Montana Department of Labor & Industry to engage approximately 130,000 Montanans with “some college and no degree; lead team with Commissioner of Labor & Industry and Dean of Missoula College on UM “Become an Alum” initiative.
- *Health Education Workforce Coordinating Council (HEWCC).* Convene and lead cross-state and cross-sector strategy group aimed at coordinating Undergraduate Medical Education (UME), Graduate Medical Education (GME), and health professions workforce needs.
- *Montana Rural Physician Incentive Program (MRPIP).* Promote rural health access through legislature-funded student loan forgiveness program that incentivizes physicians to practice in rural, underserved areas.

Increasing Montana’s Research Enterprise

- *Growing System-wide Research.* Lead MUS Chief Research Offices in securing and expending approximately \$315 million per year in externally funded research; build the research enterprise across the MUS via coordination of the State of Montana EPSCoR grant and coordination of the Montana Science & Technology Plan; supervise MUS Director of Academic Policy and Research; lead awareness building strategies such as the MUS Research Roadshow.
- *MREDI:* Lead contact for current state-funded research initiative - Montana Research and Economic Development Initiative (MREDI) 2.0.
- *Support Undergraduate Research.* Lead MUS membership in the Council on Undergraduate Research (CUR); support “Two-Year Research” Day.
- *OCHE Research Fellows.* Developed and launched fellowship programs for graduate students across the MUS to work with OCHE mentors on system-wide initiatives (e.g. mental health & wellness, micro-credentials).

Dean, Davidson Honors College of the University of Montana: University of Montana (2015-2018)

Served as the chief executive and academic officer for a college with over 750 students; report directly to the University of Montana Provost and Vice President for Academic Affairs.

- *Curriculum.* Responsible for developing and managing the *University Scholar* curriculum, which requires supervision of, and collaboration with, over 90 faculty and over 750 students from every college/school on the University of Montana campus / Tripled size of full-time team / Launched new curricular initiatives: Teaching, Research, Mentoring Fellows Program/ Career Development Program / University of Montana’s Climate Change Studies Program.
- *Fundraising.* Lead DHC fundraising efforts, in collaboration with Development Director / In first 18 months, secured over \$7 million in private support for new postdoctoral program, career development program, and additional scholarship support.
- *Budget.* Work with Fiscal & Administrative Manager to maintain a complex budget model: varied types of faculty and staff salaries, multiple academic programs, varied restricted funds, approximately \$1 million in state funded and privately funded scholarships, a growing number of grant applications, funding major events, unique budget model for Schwanke High School Institute.

- *Personnel.* Provide leadership and oversight for direct reports / Negotiate with faculty, department chairs, and deans to arrange 100+ honors courses per year / Act decisively to match personnel with student needs and growth initiatives / Lead hiring and reorganization efforts within the College.
- *Enrollment Management.* Led new enrollment management plan for the Honors College, with direct involvement in new student recruitment (both in Montana and nationally) and new strategies for promoting existing student retention.
- *Diversity and Inclusivity.* Drive effort to institutionalize diversity and inclusivity efforts / Hired Director with extensive background in diversity and inclusivity / More than doubled the number of transfer, military veteran, and Native American students enrolled in the Davidson Honors College.
- *Climate Change Studies.* Brought UM's Climate Change Studies Program into the College.
- *Alumni Relations.* Prioritize comprehensive reconnection with Honors College Alumni, including print campaign, personal follow-up, and major events like Fall 2016 Homecoming & Anniversary celebration.
- *Communications and Marketing.* Responsible for coordinating all external DHC communications / arranged independent audit of DHC marketing operations to launch new marketing strategy.
- *Presidential Leadership Scholarship Program.* Responsible for recruiting new Presidential Leadership Scholars and overseeing 100+ Scholars and annual scholarship budget that exceeds \$1 million / First recruiting class had highest average GPA / ACT scores of any entering PLS class on record.

OTHER ADMINISTRATIVE POSITIONS

Chair, Strategic Planning Coordinating Council (SPCC), University of Montana (2016-2018)

Lead 14-member committee (students, faculty, staff, and administrators); charged by UM President with crafting a new, design-oriented strategic vision for the University of Montana; initial outreach efforts reached unprecedented number (5,000+) of UM stakeholders; v 1.1 available at www.umt.edu/strategy.

UM Presidential Transition Advisory Committee (PTAC) (2017-2018)

Develop list of strategic priorities and actions to new University of Montana President Seth Bodnar; issue areas include but are not limited to academic identity, curricular innovation, internal and external communications and marketing, and administrative efficiencies.

Member, University of Montana Forward 125 (2016-2018)

University-wide oversight team; coordinates development of a new Budget Allocation Model (BAM), planning and execution of 125th Anniversary celebration events, and ongoing effort to engage in assessment of over 400 academic programs and administrative services.

Member, University of Montana Faculty Workload Committee (2017-2018)

Part of six-member team of academic officers, charged with reassessing, and possibly revising, the University's process for determining and evaluating faculty teaching, research, and service workload.

Chair, University of Montana Chair of Undergraduate Research Committee (2017-2018)

Lead undergraduate research efforts at UM, including Undergraduate Research Committee, numerous scholarship programs / Plan and execute annual UM Conference on Undergraduate Research (UMCUR), with over 150 student presenters.

Chair-Elect, Executive Committee, University Council, University of Georgia (2015)

Elected to serve as faculty chair of primary shared governance body at the University of Georgia.

Director, Graduate Programs, Department of International Affairs, University of Georgia (2012-2015)

Directed graduate students (75/year) in three degree programs: MA and PhD programs in Political

Science and International Affairs, and a Master's in International Policy (MIP) program; also responsible for graduate marketing, recruitment, admissions, funding, curriculum, advising, and retention issues.

Associate Director, Center for the Study of Global Issues (Globis), University of Georgia (2009-2015)

Involved in every operational element of cross-disciplinary Center dedicated to global education, study abroad, on-campus internationalization, and Track II Diplomacy Seminars between the US, DPRK, ROK.

Director, Asia Study Abroad Program, Globis, University of Georgia (2009-2015)

Served as lead recruiter, professor, and travel guide for three-country program (China, Korea, Japan).

Coordinator, Global Studies Certificate, Globis, University of Georgia (2009-2015)

Primary advisor, record-keeper, and advocate for cross-disciplinary certificate program.

Director, Undergraduate Programs, Department of International Affairs, Univ. of Georgia (2010-2012)

Led curriculum design, learning outcomes assessment, and other aspects of program with 800+ majors.

FACULTY POSITIONS

Professor (with tenure), Political Science Department, University of Montana (2015-2018)

Faculty appointment, with tenure, in the Political Science Department at University of Montana.

Associate Professor (with tenure), Department of International Affairs, UGA (2013-2015)

Assistant Professor, Department of International Affairs, UGA (2006-2013)

Taught undergraduate courses and graduate seminars on international relations theory, foreign policy, national security, international conflict, grand strategy, and political simulations; advised 44 independent research projects, 25 undergraduate students as an Honors Faculty Mentor and/or Honors Thesis Advisor, 21 PhD students (four as dissertation chair), and 14 MA and MIP students (five as thesis chair); recognized with Richard B. Russell Excellence in Undergraduate Teaching Award (the highest honor given to early career instructors at UGA), School of Public and International Affairs Excellence in Teaching Award, UGA Student Government Professor Recognition Award (twice), and others; inducted into the University of Georgia Teaching Academy; Research published in journals such as the *Journal of Conflict Resolution*, *Security Studies*, *International Studies Review*, *Journal of Strategic Studies*, and other top journals. 2007 simulation textbook, *International Relations in Action*, has sold over 5,000 copies and has been used at over 50 universities around the world.

SELECTED PUBLICATIONS, INVITED TALKS, AND CONFERENCE PRESENTATIONS

Selected Publications

- 2014 "New Ways to Seek Peace: The Track II 'Globis Model' and the Korean Peninsula," *Global Asia*, Vol. 9, No. 2 (2014), (with Han Park).
- 2014 "It's About Time: China's Strategic Hedging in the Asia-Pacific," Featured Analysis, *Banyan Analytics Newsbrief*, Center for Strategic and International Studies, October 14, 2014.
- 2013 Book review of Yuan-Kang Wang, *Harmony and War: Confucian Culture and Chinese Power Politics*. (New York, NY: Columbia University Press, 2011) and Yan Xuetong, *Ancient Chinese Thought, Modern Chinese Power*. (Princeton, NJ: Princeton University Press, 2011), *Perspectives on Politics*, Vol. 11, No. 2 (2013) 706-708.
- 2012 "Bang for the Buck: Assessing the Effectiveness of U.S. Military Aid," *Security and Defense Studies Review*, Vol. 13 (2012), 13-35 (with Patricia Sullivan).
- 2012 "System Structure and State Strategy: Adding Hedging to the Menu," *Security Studies*, Vol. 21, No. 2 (2012), 192-231.

- 2012 “China’s Global Equity Oil Investments: Economic and Geopolitical Influences,” *Journal of Strategic Studies*, Vol. 35, No. 2 (2012), 175-196 (with Wojtek Wolfe).
- 2011 “U.S. Military Aid and Recipient State Cooperation,” *Foreign Policy Analysis*, Vol. 7, No. 3 (2011), 275-294 (with Patricia Sullivan and Xiaojun Li).
- 2011 “Great Powers and Strategic Hedging: The Case of Chinese Energy Security,” *International Studies Review*, Vol. 13, No. 2 (2011), 214-240 (with Wojtek Wolfe).
- 2011 Book review of Kent Calder and Min Ye, *The Making of Northeast Asia*. (Stanford, CA: Stanford University Press, 2010), *Pacific Affairs*, Vol. 84, No. 4 (December, 2011).
- 2009 “The Evolution of Chinese Foreign Policy: New Incentives with Slowing Growth,” *Asian Security*, Vol.5, No.3 (2009) 296-318.
- 2009 “Relative Decline: Does it Induce War or Sustain Peace?” in William Thompson (ed.) *Systemic Transitions*. (New York: Palgrave-MacMillan, 2009) (with Steve Chan).
- 2007 *International Relations in Action: A World Politics Simulation*. (Boulder: Lynne Rienner, 2007).
- 2005 “Critical Periods and Regime Type: Integrating Power Cycle Theory with the Democratic Peace Hypothesis,” *International Interactions*, Vol. 31, No. 3 (2005) 223-249.
- 2004 “Power Cycles, Risk Propensity and Great Power Deterrence,” *Journal of Conflict Resolution*, Vol. 48, No. 2 (2004), 131-153 (with Steve Chan).

Selected Invited Talks (complete list available upon request)

- 2021 “Higher Education Leadership in a Time of Crisis,” Keynote Speaker, Given for the University of Montana Public Affairs Academy, August 6, 2021.
- 2018 “Innovation in Teaching and Learning,” Opening Remarks, Given at the Montana State University Faculty Symposium, November 8, 2018.
- 2018 “Innovation through Integration in Honors Education,” Lecture, Given at Montana Technological University, April 10, 2018.
- 2016 “The Importance of Foreign Language Education,” Keynote Speaker, Given at the University of Montana Foreign Language Days, Missoula, Montana, February 2016.
- 2015 “Life and Tigers in Primorskii Krai,” Keynote Speaker, University of Montana Davidson Honors College Academic Convocation, September 4, 2015.
- 2014 “Games Nations Play: Understanding Strategic Scenarios in the World Around Us,” Given at the Franklin Residential College, Athens, Georgia, October 7, 2014.
- 2014 “New Strategies for Faculty Entrepreneurship,” Given at the University of Georgia Academic Affairs Symposium, Unicoi State Park, Georgia, April 5, 2014.
- 2013 “SPIA and International Programs,” SPIA Board of Visitors, Atlanta, GA, October 4, 2013.
- 2013 “Emerging Powers and Strategy in the International System,” Given at James Madison College, Michigan State University, East Lansing, Michigan, February 13, 2013.
- 2013 “System Dynamics and Strategic Incentives,” Given at the Australian National University, Canberra, Australia, January 25, 2013.

Selected Conference Participation (complete list available upon request)

Quo Vadis Power Politics? Realism and Interstate Competition in the 21st Century

2012 Annual Meeting of the International Studies Association – San Diego, California, April 1-4, 2012.

Rising Powers, Slowing Growth, and International Security (Project papers under various titles)

2013 Annual Meeting of the American Political Science Association – Chicago, Illinois, August 29-September 1, 2013.

2013 Annual Meeting of the International Studies Association – San Francisco, California, April 2-4, 2013.

2012 Annual Meeting of the International Security and Arms Control/International Security Studies Section – Chapel Hill, North Carolina, October 4-6, 2012.

2012 Annual Meeting of the American Political Science Association – New Orleans, Louisiana, August 30-September 2, 2012.

2011 Annual Meeting of the International Security and Arms Control/International Security Studies Section – Irvine, California, October 14-17, 2011.

Strategic Hedging and International Relations (Project papers under various titles)

2010 Annual Meeting of the International Security and Arms Control/International Security Studies Section – Providence, Rhode Island, October 13-16, 2010.

2010 Annual Meeting of the International Studies Association – New Orleans, Louisiana, February 17-21, 2010.

2009 Annual Meeting of the International Studies Association – New York, New York, February 15-18, 2009.

2009 Annual Meeting of the International Security and Arms Control/International Security Studies Section – Vail, Colorado, October 23-25, 2008.

2008 Annual Meeting of the International Studies Association – San Francisco, California, March 26-29, 2008.

Perceptions of Power in International Relations (Project papers under various titles)

2012 Annual Meeting of the International Studies Association – San Diego, California, April 1-4, 2012.

2010 Annual Meeting of the International Security and Arms Control/International Security Studies Section – Providence, Rhode Island, October 13-16, 2010.

2009 Annual Meeting of the International Security and Arms Control/International Security Studies Section – Monterey, California, October 15-17, 2009.

Benefits of Extended Simulations in the IR Classroom (Project papers under various titles)

2009 Annual Meeting of the International Studies Association – New York, New York, February 15-18, 2009.

2007 APSA Teaching and Learning Conference – Charlotte, North Carolina, February 9-11, 2007.

The Evolution of Chinese Foreign Policy (Project papers under various titles)

2008 Annual Meeting of the International Security and Arms Control/International Security Studies Section – Vail, Colorado, October 23-25, 2008.

2007 Annual Meeting of the American Political Science Association – Chicago, Illinois, August 29-September 2, 2007.

2007 Annual Meeting of the Midwest Political Science Association – Chicago, Illinois, April 12-15, 2007.

2006 Annual Meeting of the International Studies Association, San Diego, California, March 22-25, 2006.

Military Aid and Recipient State Cooperation

2008 Annual Meeting of the International Studies Association – San Francisco, California, March 26-29, 2008.

T.E. Lawrence, China, and Guerrilla Grand Strategy (Project papers under various titles)

2006 Annual Meeting of the International Studies Association, San Diego, California, March 25, 2006.

- 2005 Annual Meeting of the International Studies Association – West, Las Vegas, September 30-October 1, 2005.

Power Cycles and Foreign Policy (Project papers under various titles)

- 2005 Annual Meeting of the International Studies Association – West, Las Vegas, Nevada, September 30-October 1, 2005.
 2004 Annual Meeting of the International Studies Association – West, Las Vegas, Nevada, October 1-2, 2004.
 2003 Annual Meeting of the International Studies Association – West, Las Vegas, Nevada, October 10 – 11, 2003.

Other Participation (discussant, moderator, panel chair, roundtables)

- 2014 Chair and Discussant. “The Global and Domestic Consequences of American Primacy,” at the Annual Meeting of the American Political Science Association - Washington, DC, August 28-August 31, 2014.
 2014 Discussant. “China's Territorial Disputes,” at the Annual Meeting of the American Political Science Association - Washington, DC, August 28-August 31, 2014.
 2013 Chair. “China as a Challenge to International Security,” at the Annual Meeting of the American Political Science Association – Chicago, Illinois, August 29-September 1, 2013.
 2013 Discussant. Domestic Sources of International Order,” at the Annual Meeting of the American Political Science Association – Chicago, Illinois, August 29-September 1, 2013.
 2013 Discussant. Panel on “Deterring and Engaging Aggressive Foreign Policies,” at the Annual Meeting of the International Studies Association – San Francisco, California, April 2-6, 2013.
 2012 Discussant. Panel on “China’s Rise and International Order,” at the Annual Meeting of the American Political Science Association – New Orleans, Louisiana, August 30-September 2, 2012.
 2012 Discussant and Chair. Panel on “Perceptions, Identify and Power,” at the Annual Meeting of the International Studies Association – San Diego, California, April 1-4, 2012.
 2012 Discussant. Panel on “Contemporary Chinese Foreign Policy,” at the Annual Meeting of the International Studies Association – San Diego, California, April 1-4, 2012.
 2011 Discussant and Chair. Panel on “Environmental Security,” at the Annual Meeting of the International Security and Arms Control/International Security Studies Section – Irvine, California, October 14-17, 2011.
 2011 Discussant. Panel on “International Relations Theory and Grand Strategy,” at the Annual Meeting of the American Political Science Association, Seattle, Washington, August 31-September 4, 2011.
 2011 Roundtable Participant. “Feminism and Security Studies,” at the Annual Meeting of the International Studies Association – Montreal, Canada, March 16-19, 2011.
 2010 Discussant. Panel on “Hegemony and US Grand Strategy” at the Annual Meeting of the International Studies Association – New Orleans, Louisiana, February 17-21, 2010.
 2009 Discussant. Panel on "Power Transition Theory," at the Annual Meeting of the International Studies Association – New York, New York, February 15-18, 2009.
 2008 Moderator. Panel on "American Foreign Policy in Africa," at the King-Mandela Symposium at the University of Georgia - Athens, Georgia, November 15, 2008.
 2008 Discussant. Panel on “Quantitative Studies of Conflict” at the Annual Meeting of the International Security and Arms Control/International Security Section – Vail, Colorado, October 23-25, 2008.
 2007 Discussant. Panel on the “Standoff with North Korea” at the Annual Meeting of the American Political Science Association – Chicago, Illinois, August 29-September 2, 2007.
 2006 Discussant. Panel on “Power Reconsidered” at the Annual Meeting of the American Political Science Association – Philadelphia, Pennsylvania, August 28-September 1, 2006.

Fellowships and Grants

- 2008 Rothermere Institute of American Studies: Postdoctoral Research Fellowship, Oxford University
 2005 Postdoctoral Teaching Fellow, Graduate School of International Studies, University of Denver
 2004 De Tocqueville Center Fellowship, University of Colorado at Boulder
 2004 Department of Political Science Merit Fellowship, University of Colorado at Boulder
 2004 Department of Political Science Travel Grant, University of Colorado at Boulder
 2002 Department of Political Science Merit Fellowship, University of Colorado at Boulder
 2002 Department of Political Science Summer Award, University of Colorado at Boulder

TEACHING

Selected Awards

2015 Student Government Association Professor Recognition Award (UGA)
2015 Center for Teaching & Learning “Teacher of the Week” (UGA)
2014 University of Georgia Teaching Academy (UGA)
2013 University of Georgia Innovative Instruction Grant (UGA)
2012 Student Government Association Professor Recognition Award (UGA)
2012 School of Public and International Affairs Summer Research Award (UGA)
2010 Richard B. Russell Excellence in Undergraduate Teaching Award (UGA)
2009 School of Public and International Affairs Excellence in Teaching Award (UGA)

Courses Taught

Introduction to Honors (University of Montana) 2015, 2016, 2017
(Graduate Seminar) Grand Strategy in International Relations (University of Georgia/UGA) 2009, 2011
(Graduate Seminar) Comparative Foreign Policy (UGA) 2007, 2010, 2011, 2015
(Graduate Seminar) International Conflict (UGA) 2014
(First Year Odyssey) New History of the Cold War (2009)
Strategy in International Relations (UGA) 2012-2014
Grand Strategy in International Relations (UGA) 2013
U.S. National Security Policy (UGA) 2010, 2011, 2012
Advanced Political Simulations (UGA) 2008, 2013, 2014
American Foreign Policy (University of Denver and UGA) 2006, 2007, 2008, 2009, 2011
East Asian Security (UGA) 2007, 2009, 2011, 2012
International Conflict (University of Denver and UGA) 2006, 2007, 2008, 2009, 2011, 2012, 2013
Introduction to International Relations (University of Denver/UGA) 2006-2009, 2012-2014
Introduction to Comparative Politics (UGA) 2013
Introduction to Global Issues (UGA) 2013, 2014

MENTORING

Ph.D. Committees

Bryan Early (defended, 2009)
Marie Milward (defended, 2011)
Larry Lamanna (defended, 2011)
Jim Borders (defended, 2011)
J.T. Kwon (defended, 2011)
Jennifer White (defended, 2015)
Cynthia McMeekin (defended, 2013)
Inyeop Lee (defended, 2015)
Leah Carmichael (Chair; defended, 2014)
Wootae Lee (defended, 2011)
Xiaobo Zhang (defended, 2011)
Megan Lounsbury (defended, 2015)
Matt Clary (Chair; defended, 2014)
Allison Shelton (defended, 2017)
Jun Yamauchi (Chair; 2012-present)
Kayce Mobley (Chair; defended, 2015)
Hongyu Zhang (defended, 2016)
Florian Justwan (defended, 2015)
Joshua Massey (defended, 2017)
Sarah Fisher (defended, 2015)
Braden Stone (defended, 2016)

M.A. and Master of International Policy (MIP) Committees

Matt Clary (Chair; defended, 2009)
Shelli Powell (Chair; defended, 2009)

Allison Shelton (defended, 2010)
Victoria Sanchez (defended, 2010)
Joshua Dix (defended, 2010)
Evan Tighe (Chair; defended, 2011)
Hasan Ahmed (defended, 2012)
Lowery Parker (Chair; defended, 2011)
Joseph Joyner (defended, 2011)
Matthew Levenson (defended, 2011)
Dana Higgins (Chair; defended, 2012)
Jess Nakaska (defended, 2013)
Jongmin Li (defended, 2014)
Michael Jeppson (defended, 2014)

Directed Readings, Internship Sponsorship, Honors Options and Independent Study

Graduate - Bryan Early, Jennifer White, Judy Norton, Corley Audorff, Leah Carmichael, Dana Higgins, Joseph Joyner, Lowery Parker, Jun Yamauchi, Sarah Fisher, Kayce Mobley, Victoria Barker, Whitley Butler, Joshua Massey, William Eyzaguirre, Cameron Evers, Brian Starks, Oliver Adrian.

Undergraduate -Kelsey Simmons, Lucas Puente, Kevin Mara, Kevin Frisch, Ashley Bartlett, Cynshen Hu, Sara Clark, Courtney Price, Kerry Orrick, Steve Perry, Chris Ketpongard, Ashley Dellinger, Justin Shanken, Aaron Sayama, Theresa Ward, Greg Wilson, Chadwick Peltier, Kelly Dean, Keya Wondowossen, Ty Goodbar, Katie Lawrence, Chris Looft, Jenna Ziesenhene, Shy Jackson, Nick Eberhart, Joseph Gerber, Brett Granberg, Dana Higgins, Patricia Schleisman, Shirlynn Bronwell, Sarah Beck, Arian Jabbary, Russ Crowe, Sadie Lambert, Amanda Hadden, Nina Sloss, Regan Urquhart, Dang Ly, Nicolette Fedorov, Oliver Adrian, Kelly Butters, Yuliya Bila, Delaney Ward, Tia Ayale

Faculty Director, Georgia Grand Strategy Group (2009), Playing for Peace Project (2014)

Chadwick Peltier, Amanda Street, Jenna Ziesenhene, Christopher Looft, Ashley Bartlett, Bethany McCain, Bryn Murphy, Dana Higgins, Joseph Gerber, Nick Eberhart, Brett Granberg, Katherine Mann, Ansley Kaiser, Sarah Howard, Rob Galerstein, Caleb Denham, Aaron Krask, Isabel Palmer, Peyton Sammons, Emily Wilhoit, Seth Euster.

University of Georgia Center for Undergraduate Research Opportunities and Honors Faculty Mentor

Giridhar Subramanian (2008-2011), Ashley Barrett (2008), Chadwick Peltier (2010, 2012), Bethany McCain (2010), Christopher Looft (2010), Edward Wells (2010, 2011). Chadwick Peltier (2008-2012), Tricia Smith (2008-2012), Lane Johnson (2008-2012), Alex Knoblock (2008-2012), Bethany McCain (2009-2013), Kathryn Wood (2009-2013), Nick Kingsley (2009-2013), Christina Azahar (2009-2013), Jinny Park (2012-present), Holly Boggs (2013-present), Cecilia Moore (2013-present), Joseph Gerber (2013-2014), Meili Swanson (2013-2014), Anne Pelegrino (2014), Nick Eberhart (2013-2014), Patrick Wheat (2013-2014).

CURO Honors Thesis Advisor

Holly Boggs (Chair, 2014-2015), Patrick Wheat (Reader, 2014), Travis Miller (Reader, 2014).

SERVICE AND COMMITTEE MEMBERSHIP

Office of the Commissioner of Higher Education, Montana University System (2018-present)

WICHE Forum, Executive Committee
WICHE Alliance, Executive Committee
Academic, Research, and Student Affairs Committee, MUS Board of Regents
Two-Year and Community College Committee, MUS Board of Regents
Chair, Montana Technological University Chancellor Search Committee
Chair, Helena College CEO/Dean Search Committee
Chair, Montana State University – Billings Chancellor Search Committee
Chair, Great Falls College – MSU CEO/Dean Search Committee
State Workforce Innovation Board (Commissioner's Designee)
Montana State University - Hilleman Scholars Advisory Board

Governor's Apprenticeship Advisory Council
Montana Digital Academy (Commissioner's Designee)
Montana Early Childhood Education Advisory Council
NASH Leadership Academy
NASH Equity Action Collaborative
NASH System Lead, Taking Student Success to Scale
NASH Big Rethink Design Team, "Fundamentally Reducing the Cost Base"

University of Montana (2015-2018)

Presidential Transition Advisory Council, 2017-2018
Faculty Workload Committee, 2017-2018
Search Committee, UM Vice President for Enrollment Management and Student Affairs, 2015-2016
Chair, UM Undergraduate Research Committee, 2015-2018
Committee Member, Faculty and Staff Giving Campaign, 2016-2018
Montana Museum of Art & Culture Advisory Board, 2017-2018
Service Learning Advisory Board, 2015-2018
Board of Directors, Wild Rockies Field Institute, 2015-2018

University of Georgia (2006-2015)

Director of Graduate Programs, Department of International Affairs, 2012-2015
Director of Undergraduate Programs, Department of International Affairs, 2010-2012
Director of Asia Study Abroad Program, Globis Center, 2009-2015
Graduate Committee, 2012-2015
School of Public and International Affairs Curriculum Committee 2008-2015
SPIA Council Member, 2013-2014
Selection Committee, SPIA Student Convocation Speaker, 2012, 2013
Member, Two IR Search Committees, Fall 2011
Faculty Director, Sigma Iota Rho (IR Honors Society) 2008, 2010, 2011, 2012, 2013, 2014
Faculty Associate, Center for International Trade and Security, 2006-2009
Department of International Affairs Learning Outcomes Committee 2010
Department of International Affairs Faculty Executive Committee 2007-2008, 2010-2011
Saxby Chambliss Fellowship Committee 2006-2007
UGA University Council (SPIA Representative), 2012-2015
UGA University Council, Faculty Executive Committee, Chair-Elect, 2014-2015
UGA University Council, Educational Affairs Committee, 2014-2015
UGA University Council, Facilities Committee, 2013-2015
UGA "First Look" Faculty Panels, 2013-2015
UGA Future Scholars Visitation Program, 2013-2015
UGA Connections Mentoring Program, 2013-2015
Office of Online Learning Review Board, 2012-2015
Faculty Associate, UGA Center for Asian Studies, 2014-2015
Selection Committee, University of Georgia Boren Scholarship, 2012, 2013, 2014, 2015
Academic Affairs Symposium, 2011, 2013, 2014, 2015
Planning Committee, Academic Affairs Symposium, 2015
Host, University of Georgia Honors Program Book Discussion, 2009, 2013, 2014
Selection Committee, Honors Program Faculty Teaching Awards, 2012
Panelist, Honors College/Roosevelt Institution Research Presentations, 2011, 2013
Panelist, CURO Promising Scholars Day, 2011
Faculty Advisor, University of Georgia Bhangra Dance Team 2007-2011
Panel Moderator, UGA Career Center: Careers in Intelligence 2006, 2008

Curtis Bridgeman

Willamette University College of Law



Academic Appointments

Willamette University College of Law

Roderick and Carol Wendt Professor of Business Law, 2013 – Present
(named Wendt Professor in 2018)

Dean of College from 2013-2020

Duties as Dean: Chief Executive Officer for the College of Law
Managed budget, faculty, and staff for College of Law
Set Strategic Priorities for the College of Law
Part of Senior Leadership Team for University
Led Fundraising and Alumni Engagement Efforts for College of Law
Represented College of Law with External Stakeholders

Courses: Contracts I, Commercial Law courses, Philosophy of Law courses

Florida State University College of Law

Associate Dean for Academic Affairs, 2011—2013

Duties: Associate Dean of Faculty
Scheduling of Classes
Managed Faculty Workload, Including Committee Assignments
Academic Counseling for Students on Academic Probation
Worked with Associate Dean of Students on Student-Conduct Issues
Assisted with Promotion and Tenure Process
Assisted with Review of Junior Faculty
Filled in for Dean in University Leadership Roles as Needed
Assisted Dean with Strategic Planning
Small Role in Budgeting, Especially in Second Year
Represented Law School with Outside Groups as Needed

Professor (first Assistant Professor, then Associate Professor), 2004--2013

Corry Professor of Law, 2007--2013

Courses Taught:

Contracts I and II
Secured Transactions
Creditors' Rights
Business Associations
Jurisprudence
Philosophy of Private Law

Honors and Awards:

"Guardian of the Flame Award" 2009-2010, Florida State University (2009).
University Graduate Teaching award, 2009-2010, Florida State University (2009).
"Professor of the Year" Chosen by FSU's first-year students three times (2005, 2006, 2008).
Named James Edmund and Margaret Elizabeth Henessey Corry Professor of Law, Florida State University (2007).

Other Teaching Experience

University of Illinois College of Law (Visiting Professor, Fall 2007)

Courses: Philosophy of Private Law Seminar

Vanderbilt University (Taught as Graduate Student, 1997-2000)

Courses: Intro to Ethics, Intro to Philosophy

The University of Alabama in Huntsville (Adjunct Professor, 1998)

Courses: Engineering Ethics

Publications

The Failure of Individual Autonomy to Explain Modern Contract Law, work in progress.

Twenty-First Century Contract Law is a Law of Agreements, not of Debts, forthcoming in THE YALE LAW JOURNAL FORUM (2019).

Are Mortgage Contracts Promises?, In COMMERCIAL CONTRACT LAW: TRANSATLANTIC PERSPECTIVES, Cambridge University Press (2013)

Do Promises Distinguish Contract From Tort? (with John C. P. Goldberg), 45 Suffolk University Law Review 873 (2012).

Civil Recourse or Civil Powers?, 39 FLORIDA STATE UNIVERSITY LAW REVIEW 1 (2011).

The Morality of Jingle Mail: Moral Myths About Strategic Default, 46 WAKE FORREST LAW REVIEW, 123 (2011).

Bullshit Promises (with Karen Sandrik), 76 TENNESSEE LAW REVIEW 379 (2009).

Contracts as Plans, 2009 UNIVERSITY OF ILLINOIS LAW REVIEW 341 (2009).

Why Contracts Scholars Should Read Legal Philosophy: Formalism, Positivism, and the Specification of Rules in Contract Law, 29 CARDOZO LAW REVIEW 1443 (2008).

Reconciling Strict Liability and Corrective Justice in Contract Law. 74 FORDHAM UNIVERSITY LAW REVIEW 3013 (2007).

Default Rules, Penalty Default Rules, and New Formalism, 33 FLORIDA STATE UNIVERSITY LAW REVIEW. 683 (2006).

Misrepresented Intent in the Context of Unequal Bargaining Power, 2006 MICHIGAN STATE LAW REVIEW 993 (2006).

Allegheny College Revisited: Cardozo, Consideration, and Formalism in Context, 39 UNIVERSITY OF CALIFORNIA DAVIS LAW REVIEW 149 (2005).

Liberalism and Freedom from the Promise Theory of Contract, 67 MODERN LAW REVIEW 684 (2005).

Corrective Justice in Contract Law: Is There a Case for Punitive Damages?, 56 VANDERBILT LAW REVIEW 237 (2003).

Select Presentations

The Failure of Individual Autonomy to Explain Modern Contract Law, North American Workshop on Private Law Theory at Brooklyn Law School (scheduled for October 2021).

The Morality of Jingle Mail: Moral Myths About Strategic Default, University of North Carolina Faculty Workshop (2011).

Are Mortgage Contracts Promises?, Transatlantic Perspectives on Contract Law conference at Sheffield University (2011).

Bots, Airline Miles, and the DMCA: Tortious Interference With Contractual Relations in a World of Standard-Form, End-User Consumer Contracts, Georgetown Law School Conference on Contract and Promise (2011).

Contract, Tort, and Promise (with John C.P. Goldberg). In Suffolk Law School symposium on the 30th anniversary of CONTRACT AS PROMISE. (2011).

Civil Recourse or Civil Powers? In Florida State University symposium on civil recourse theory. (2011).

The Morality of Jingle Mail: Moral Myths About Strategic Default, Georgetown Law School Conference on Contract and Promise (2010)

Variation by Agreement Under Article 2, ABA Business Law Section BA Annual Meeting (San Francisco) (2010).

The Value of Assurances: A (Virtuously Circular Explanation). Georgetown Law School Conference on Contract and Promise (2009).

Contracts as Plans. Workshop delivered at Vanderbilt University Law School Faculty Colloquia Presentation (2008).

Enforcing Exchanges, Not Relationships: Acting Together and the Duty of Good Faith in Contract Law. Workshop delivered at University of Pittsburgh School of Law Faculty Colloquia Presentation (2008).

Why Contracts Scholars Should Read Legal Philosophy: Formalism, Positivism, and the Specification of Rules in Contract Law. Workshop delivered at University of Illinois College of Law Faculty Colloquia Presentation (2007).

Misrepresented Intent in the Context of Unequal Bargaining Power. In Michigan State University symposium on The Role of Bargaining Power in Contract Law (2006).

Formalism and Positivism in Contract Law: The Role of Contracts in Guiding Conduct. Workshop delivered at Cardozo, Yeshiva University, Faculty Colloquia Presentation (2006).

Formalism and Positivism in Contract Law: The Role of Contracts in Guiding Conduct. Workshop delivered at University of Florida, Levin College of Law Faculty Colloquia Presentation (2006).

Strict Liability and the Fault Standard in Corrective Justice Accounts of Contract. Paper presented at Stanford/Yale Junior Faculty Forum, Stanford University (2005).

Discharge, not Forgiveness: the Decision not to Enforce Contracts After Bankruptcy. In "A Debtor World: Interdisciplinary Academic Symposium on Debt" at University of Illinois College of Law (2005).

Comment on Eric Posner's "There Are No Penalty Default Rules," In Florida State University College of Law Penalty Default Rules Symposium (2005).

They Just Don't Make Formalism the Way They Used To: New Formalism vs. Classical Formalism in Contract Law. Workshop delivered at Florida State University College of Law Faculty Workshop Series (2005).

Kripkeholmes and Contract Querformance. In Society for Evolutionary Analysis of the Law conference. Symposium conducted at the meeting of Society for Evolutionary Analysis of the Law, Vanderbilt University (2003).

Education

Vanderbilt University, J.D., 2003.

Honors and Awards:

Bennett Douglas Bell Memorial Award, Vanderbilt University (2003).

John W. Wade Scholar, Vanderbilt University (2003).

Lightfoot, Franklin & White Best Oralist Award, Vanderbilt University (2003).

Myron Penn Laughlin Recent Development Award, Vanderbilt University (2003).

VANDERBILT LAW REVIEW Articles Editor, VANDERBILT LAW REVIEW (2003)

Vanderbilt University, Ph.D., M.A., Philosophy, 2001

University of Alabama in Huntsville, B.A., 1996

Other Professional Experience:

Judicial Clerk, The Honorable Gilbert Merritt of the sixth Circuit, U.S. Court of Appeals in Nashville, TN, 2003-2004

Summer Associate, General Litigation, Corporate/transaction, & Bankruptcy, Harwell Howard Hyne Gabbert & Manner, Nashville TN, 2001 & 2002

Summer Associate and Part-Time Associate, General Litigation, Bass, Berry & Simms, PLC, Nashville TN, 2002.

Summer Associate, General Litigation, Corporate/Transaction, Sherrard & Roe, Nashville, TN, 2001.

Personal Interests

Outdoor sports such as golf, cycling, and boating; reading; home projects (most anything with tools); baking.

CURRICULUM VITAE
Junius J. Gonzales, M.D., M.B.A.

Provost and Vice President for Academic Affairs

New York Institute of Technology



Education and Post-Doctoral Training

- M.B.A., Beta Gamma Sigma Honor Society Robert H. Smith School of Business, University of Maryland, College Park, Maryland 2005
- Certification, The American Board of Psychiatry and Neurology 1991
- ADAMHA Extramural /Research Fellow, National Institute of Mental Health, Division of Applied and Services Research, Services Research Branch 1990-91
- Chief Resident, Consultation-Liaison Psychiatric Service, Massachusetts General Hospital 1989-90
- Residency in Psychiatry, Massachusetts General Hospital, Boston, MA; Clinical Fellow in Psychiatry, Harvard Medical School 1987-90
- Internship in Internal Medicine, New England Deaconess Hospital, Boston, MA; Clinical Fellow in Internal Medicine; Harvard Medical School 1986-87
- Diplomate, National Board of Medical Examiners 1986
- M.D., Alpha Omega Alpha Honor Society University of Pennsylvania School of Medicine, Philadelphia, Pennsylvania 1986
- A.B., Brown University Providence, Rhode Island 1980

Professional Experience

NEW YORK INSTITUTE OF TECHNOLOGY

Provost and Vice President for Academic Affairs (June 2018-present)
Professor with Tenure, Department of Biological and Chemical Sciences

New York Institute of Technology is a regional comprehensive university with approximately 8,000 students, two campuses in New York (New York City and Long Island), with others in Jonesboro AK, Vancouver BC, China and Abu Dhabi, and nearly 90 academic programs. NYIT is ranked 7th in the nation among all private four-year institutions in its category for enhancing social mobility, and #1 as the most diverse college/university in the country (24/7 Wall Street February 2020). Its undergraduate population (~3,800) in New York is nearly 48% Pell eligible, mostly commuter, with many first-generation students, where nearly 98% receive financial aid, with one of the lowest net costs of attendance of privates in the area. At six months post-graduation, nearly 95% of students are employed or in graduate school.

Broad units and areas of responsibilities, with 15 direct reports, include:

- Academic units comprised of five colleges and schools with total 239 full time faculty, 500 part time faculty
- Libraries
- Office of Sponsored Programs and Research
- Student Engagement and Development: Career Services, Experiential Education, Military/Veteran Students, Student Life
- Advising and Academic Enrichment Center
- Division of Research, Assessment and Decision Support
- Global Education and three campuses in Vancouver, Abu Dhabi and Nanjing
- New York State HEOP Program
- Technology Based Learning Systems office
- Center for Teaching and Learning
- Office of Online and Continuing Education (new)

Selected Accomplishments and Work to Date:

Student Success

- Established 2018 Institute-wide year-long Task Force on Student Success
- Used Institute surveys and input from Task Force, department chairs and other data (e.g., national surveys) to create four Action Advisory Teams in fall 2019 on
 - First Year Academic Experience
 - Faculty Advising
 - Tutoring
 - Counseling and Well-being
- Developed the new ACE (Achieving Collegiate Excellence) program in 2019 for freshmen who fell below required GPA to retain NYIT scholarship and were rising sophomores. ACE was comprised of retaining financial award if three part 'course' completed including meetings with academic coaches. Over 90% completed the program, with more new enrollees in spring semester, and overall average GPAs and total credits earned higher than previous comparison cohorts, contributing to large increase in first year retention (see below). ACE expanded to rising juniors in 2020.
- Created new freshman iAchieve program in 2020 based on ACE after fall GPAs.
- Launching new Peer Guides for Success to assign to every new freshman this summer 2021
- Developed new Micro-grant program (NYIT CARES) and spearheaded tuition covering 18 credits (not 17)/semester https://www.nyit.edu/box/features/new_nyit_grant_assists_students_during_financial_emergencies
- Supported the 'Final Stretch' program to seniors close to completion to get them across the line
- Re-organized and augmented funding for on-campus student employment
- Worked with Senate ad hoc committee on Undergraduate Research (UGR)
- Supported HEOP NY State Higher Education Opportunity Program) competitive renewal which was awarded for five years
- Created new office for Veteran and Military Students and recruited a director with staff
- Recruited new leadership: Dean of Student Life and Associate Dean for LI
- Created new position for Assistant Provost for Student Engagement and Development to re-align student affairs units
- Developed, with teams, new or redesigned programs that were piloted and now continue
 - Jumpstart (Summer Bridge)
 - Be-On-Track program (ensuring total credits are appropriate for student's time and point in program)
 - Reinvigoration of NYIT 101 College Success (first year seminar dormant for 9 years) with 7 funded to start summer 2020 (I co-taught pilot in summer 2019 on the Psychology of Emotional Intelligence)
 - Summer Math Boot Camp for entering students
 - Learning Mindset (and other non-cognitive factors) surveys and interventions for two cohorts of freshmen, and sense of belonging for fall 2019 freshmen
 - New for fall 2021 – a financial literacy program with faculty leads and partnership with IGrad
 - In partnership with UNC, adapted its course and deployed a mini-course –Online Learning Success – for all
- Outcomes:
 - Increased first year retention rate by 10 percentage points in one year (from 71 to 81%) and 16 percentage points at the NYC Campus which has 63% Pell eligible students
 - With the new ACE program for students described above 86.6% retention at three semesters post entry, and

equity gap elimination or reduction: 91% retention for Latin X students, and 76% for African American Students (vs. 38% in retrospective control group)

- Increased graduation rate by 3 percentage points in one year from 51 to 54%
- Increased total undergraduate fall to spring retention to just under 90% (previous years' average ~84%)
- Increase in USNWR for our category by 16 points over 2 years due largely to student success outcomes
- National Society of Experiential Education 2021 Awardee: Outstanding Experiential Education Program

Faculty and Staff Success

- Led support for new and newer tenure stream faculty
 - Two months summer salary for new tenure stream faculty
 - Negotiated with union and increased release time for new and 2nd and year tenure stream faculty
- Retained a research services consulting firm to assist faculty (McAllister and Quinn)
- Created Research Advisory Committee
- Recruited and hired consulting external expert in Tech transfer, commercialization, patents
- Secured Faculty Advisors for Phi Eta Sigma (staff had been doing the role)
- Launched new inaugural faculty fellowship program and piloted new post-doctoral teaching fellowship program
- Had team organize professional development twice yearly for administrative staff (e.g., with structure LinkedIn Learning)
- Held separate retreats (none in at least decade) each semester for deans, department chairs and academic affairs team
- Mentor diverse staff and women (e.g., supported Registrar and Assistant Provost to Women's leadership development); nominated three women (two of color, all received award) two Assistant Provosts to CIC's Senior Leadership Academy
- Launched new institute wide committee on adjuncts in fall 2020
- Increased base pay rates for all adjunct faculty in fall 2020, also led team to design several onboarding online modules
- Facilitated creation summer 2020 of three chairs committees on student academic policies, adjuncts, and remote teaching
- Supported 2021 'Thank a Teacher Program' through Center for Teaching and Learning with over 250 faculty commended
- Launched development of new core curriculum expected approval fall 2021
- Outcomes
 - Increased number of proposals submitted by 37.5% this year including 8 NSF Career applications (receipt of first ever NSF Career award to NYIT)
 - Tripled external funding awards last year
 - Hired faculty fellow and postdoctoral teaching fellow
 - Of my last five hires (e.g., Assistant Provost for Student Engagement and Development and Associate Provost for Academic Programs, Assessment, Specialist for Strategic Planning), all are women and four of color
 - Increased WSJ/THE ranking by 130 spots in one year

Organizational and Fiscal Efficiency and Effectiveness for Academic Affairs and Beyond

- 2021 Budget for Academic Affairs ~\$70,000,000
- Successfully managed 10-year MSCHE accreditation self-study and visit -- responsibility transferred to Academic Affairs two months after my arrival and a stalled effort
- Found expense reductions by over \$2 million for 2020, and, proposed 14.7% budget reductions for 2022
- Developed and negotiated \$14 million dollar seven-year contract with OPM for online RN-BSN program (in a school that does not report to me)
- Re-aligned and renamed three units under a former Vice President for Decision and Analytics into the Division for Research, Assessment and Decision Support with Institutional Research and Institutional Effectiveness units
- Deconstructed School of Interdisciplinary Studies & Education, re-aligned programs into the College of Arts and Sciences
- Established an Advisory Group for STEM Outreach to share efforts across the Institute, prioritize on directions, and leverage existing strengths
- Facilitated the launch of the first Institute Data Governance Committee
- Created a first ever Space Management Committee for the Institute
- Appointed as Co-Chair to lead new Institute wide Strategic Planning Process (now to be a 3-year action plan given COVID)
 - Phased approach with 1.) academic senate and others for February day long workshop by the Institute for the Future; 2.) retained Sova Solutions to do surveys, interviews and focus groups of staff and faculty on

organizational climate/culture and readiness for change and priority strategic areas for plan development which now includes equity consciousness

- Redesigned and hired for associate provost position to be for strategic academic programs, accreditation, and assessment
- Redesigned new academic program proposal process and review along with external partnerships to provide market data
- Tasked office team to automate processes for graduate assistantships, project management, faculty release time
- Leading team on developing launching new online programs and continuing education
- Designed Master Academic Program Planning (MAPP) to review all existing and possible new programs over a 36-month period (NYIT has had no formal academic program review process)
 - Ceased admissions to 15 programs
 - New programs designed and approved by NY State: Undergraduate (Exercise Science, Construction Engineering, Applied and Computational Mathematics, Physics; Minor in Technology Entrepreneurship); Graduate (MBA Concentration Business Analytics, Master's in Risk Management, Master's in Architectural Digital Technologies, Master's Health and Design, PhD in Computer Science, PhD in Engineering)
- Received STEM designation for 16 more programs and certificates by DHS in 2021
- Initiated faculty advisory group in fall 2020 for domestic academic program review, right sizing, and re-alignment to make recommendations such as consolidation, limit or cease new admissions, or important changes within one year. Eight of 12 programs to have no new admissions, while one department will move into another school, and three are pending decision
- Facilitated team to re-design Continuous Program Improvement – an effort led by previous VP for Decision and Analytics (position no longer exists) – to increase engagement and possible impact for both academic and non-academic units
- Created new Office of Online and Continuing Education in Academic Affairs, co-led business model creation and launched RFP for OPM partnership to put programs online in next 12 months
- Created cross-unit team for transfer student enrollment, developed articulation agreements, new and revised after a decade, with several community colleges and private four year institutions
- Developing partnership with Udacity for select nanodegrees to intersect with our program offerings and launch a new extended education effort
- Supported Engineering's partnership with ZScaler to offer certifications to students for credit and new Python programming workshop training program for women and single parents affected by the pandemic

COVID Selected Work

- Multi-unit team supported conversion of over 1600 course sections to emergency remote teaching in March 2020
- Designed surveys (May and December 2020) that nearly 2,000 students for each survey answered covering many areas such as needs for future remote learning, effects of COVID in life domains, and instructor ability to transition
- Launched partnership with firm Everspring to assist faculty in creating 16 high production value top quality blended versions of high enrollment courses and to do research study on what a strategic online program portfolio should be for NYIT
- Negotiated with union to spread teaching load over three terms, paused tenure and promotion clock, provided opt in pass fail grading and more, and I led successful effort to increase base adjunct faculty pay rates
- Collaborated with IT to create its new Academic Technologies Services Unit for faculty development and support and plan for a new office of online and continuing education in academic affairs
- Led deans and chairs to focus for high priority (e.g., experiential, freshman) limited in-person 2020 fall course sections

Awards and Recognitions

- Award: December 2020, One of The Responsible 100 for NYC and NY State
 - *honors an elite group of 100 New Yorkers who are setting new standards of excellence, dedication, and leadership in improving their communities and making transformative change. This year selected 100 New Yorkers from 10 sectors who embody one or more of the core principles of corporate social responsibility: charity, diversity, environment and sustainability, equity, ethics, privacy, sourcing, transparency, volunteerism, and community engagement.*
- Hispanic Education Advocate of the Year conferred by Nassau County Legislature 2019
- Town of Oyster Bay Honoree for Community Accomplishments 2019
- Long Island Hispanic Chamber of Commerce Award for Academic Excellence 2018
- Long Island Business News Award for Diversity in Business 2018
- Fellow, AGB Institute on Leadership and Governance in Higher Education 2019-2020
- Board of Directors, Association of Chief Academic Officers (ACAO) 2020-
- Member, National Academies Work Group on Systemic Change for Undergraduate STEM Education 2017-

- Invited Panelist CICU Annual Meeting 2021
- Invited Closing Plenary Panel, CICU Annual Meeting 2020, CAOs Respond: Academic Futures
- NSF Review Panelist 2019, 2020
- Invited Panelist, The Atlantic's Future of Work Conference 2019
- Panel Chair, Times Higher Education Conference 2019
- Inductee, Phi Eta Sigma Honor Society 2019

UNIVERSITY OF NORTH CAROLINA (January 2015-May 2018)

Interim President January-March 2016

Unanimous vote by the Board of Governors

Senior Vice President for Academic Affairs (January 2015-May 2018)

The Senior Vice President for Academic Affairs is the Chief Academic Officer and most senior member of the President's leadership team for the system which has a student enrollment of over 235,000, over 14,000 faculty, and is comprised of 16 universities and one specialized residential high school. The 2019 UNC system budget was over \$2.9 billion. Two universities are very high research activity Carnegie classified, five are historically black colleges and universities, two are land-grant institutions, and another is a minority serving institution that began as a tribal serving college. I led the development and implementation of the academic mission of the University, including teaching, research, technology-based programs, and student affairs. Among the challenging roles of my position were: (1) advising the President, and advising the Board of Governors on academic and student affairs issues and policies of University-wide importance; (2) leading strategic academic planning and the implementation of resulting policies affecting the system; (3) collaborating with campus chancellors, chief academic officers, faculty and other constituent groups on University-wide academic initiatives; (4) focusing on campus missions and implementing the academic portion of the University's strategic plans; (5) providing oversight and management of institutional research, sponsored research activities, translational research and technology transfer initiatives, international programs, and University partnerships with the North Carolina Community College System and K-12 bodies; and (6) facilitating campus-specific and University-wide digital learning initiatives.

As the University's chief academic officer, I was responsible for leading the University's research and educational missions and overseeing all of the units that comprise the Division of Academic Affairs: Academic Programs, Faculty and Research; Student Affairs; Data and Analytics; Digital Learning; the North Carolina State Education Assistance Authority; UNC TV; UNC Press. Until May 2016, other units reporting to Academic Affairs were Planning, Policy and Analysis (merged into a new separate unit for Strategy and Policy); Community, Economic and International Engagement (merged into External Relations); and, a separate Office of Research. I interacted frequently and regularly with the President, now 28-member Board of Governors, 17 Chancellors, 17 Provosts and 17 Chief Student Affairs Officers of constituent campuses, five Vice Presidents, Deans, administrative and academic department heads, faculty, staff, other University constituents and affiliates, and persons and entities outside the University (e.g., legislators and their staff).

I was deemed, by the President, the key liaison to the chancellors and to lead convenings, such as biannual retreats, and to be the system leader for special high-profile initiatives such as the development of a system wide plan to enhance degree completion in response to legislation. For example, I developed and ran three Chancellors' retreats, with lead responsibility for their Advisory Council. In addition, I worked closely with the UNC System Faculty Assembly Executive Committee and its Chair.

Selected examples of new programmatic efforts I spearheaded or led and other key work areas (*undergraduate efforts):

Student Success

- Led initiative – Degree Completion Improvement Plan– for all institutions in system to improve retention and graduation rates in response to legislative inquiry <https://sites.google.com/a/northcarolina.edu/udcjp/>
https://www.ncleg.gov/documents/sites/committees/JointAppropriationsEducation/2017%20Session/2017_03_21/4_UNC_Degree_Completion_Improvement_Plan.pdf
- 9 University partnership with the Predictive Analytics Framework to improve student success*

- <https://www.ecampusnews.com/2016/07/25/unc-par-framework/>
- AIMS Initiative (Actualizing Innovations Meant to Scale): Five projects funded in competition for testing efforts in student success, financial aid innovations and academic innovations for affordability*
<https://www.northcarolina.edu/news/2017/02/University-North-Carolina-system-taking-%E2%80%99CAIMS%E2%80%99D-innovation>
- Pilot study on non-cognitive factors in nearly 5,000 freshmen this fall now with participation by 9 universities*
- New undergraduate research initiative for system institutions to work together (9 projects awarded)*
<https://www.northcarolina.edu/news/2017/01/UNC-announces-first-four-recipients-Undergraduate-Research-Awards>
- Pilot initiatives on competency based education and prior learning assessment with special initial focus on military*
<https://www.northcarolina.edu/content/CBE-Summit-2016-Allows-Faculty-and-Experts-Discuss-Best-Practices-Competency-Based-Education>
- New behavioral health efforts including RFP and large convening with national experts*

Academic Programs, Policies and Innovations

- Integrated programming for partway home students after I wrote budget request to legislature which was funded for \$2.3 million in FY 16-17 – 10 different initiatives underway (e.g., accelerated online courses; data science analytics, creation of Alliance for Collaborative Education with 5 universities to share courses for online degree completion programs)*
<https://www.northcarolina.edu/news/2017/04/Approaching-finish-line> and
<https://myapps.northcarolina.edu/alstakeholder/download/2/research-on-north-carolina-adult-learners/557/pwh-final-report.pdf>
- Created new position for community college partnerships to lead work such as the Comprehensive Articulation Agreement, Reverse Transfer and work with national funders to improve transfer mobility*
- Developed alternative to legislation to raise minimum admission requirements and move students to community college*
- launched evaluation and research plan for assessing effectiveness and outcomes in online programs; extensive survey of all 17 institutions about priority needs, practices, processes, and quality in online courses and programs
- Led Gates Foundation project to convene systems to address issues in Competency Based Education
- Tested adaptive learning courseware (Gates funded fellowship) in pilot with five faculty at three universities*
- Awarded Gates Foundation funded 2017 ACAO Digital Learning Fellow (one of 30 across the nation)*
- Launched Math Redesign – Math Pathways Project -- in 2017* <https://www.northcarolina.edu/aa/mathpathways>
- Managed coordinated team to ensure unanimous Board approval of participation in SARA for the whole state of North Carolina, not just UNC, which had been previously resisted
- Revamping of process, policies and procedures (including review) for academic programs – new, consolidated, eliminated -- as well as oversight over licensure unit (for out of state institutions) and certain accreditation topics
- Changes to board policy thresholds and time frame (to reduce burden on campuses and align with national standards) for legislatively mandated biennial degree program productivity reviews
- Management the legislature's \$4 million for Research Opportunities Initiative (ROI) for seed funding of high-risk high reward work; lead special efforts on undergraduate research and interdisciplinary research through RFPs with small grants

Faculty and Staff Development

- New project with survey to department chairs across the system (~400) on leadership & professional development
- Creation of Academic Affairs Faculty Fellowship – year long experience for high-performing faculty selected through highly competitive process; seven fellows as of 2018 <https://www.northcarolina.edu/news/2018/05/TEACHING-STUDENTS-TODAY-LEADING-TEACHERS-TOMORROW>
- Mentoring: Nominated VP for Student Affairs for ACE Fellowship; awarded, and I was her mentor and she is now ECSU Chancellor; nominated Project Director for AASCU's Inaugural Class of Emerging Higher Education Leaders Program; awarded and I am her mentor. Also mentored teams of staff and faculty fellow to publish peer-reviewed journal articles.
- Reengineering of processes to align better the portfolio of great breadth and depth to existing and future human capital and resource allocation (e.g., received funding for AIMS initiative (Actualizing Innovations Meant to Scale – to take advantage of campus innovations that often do not move beyond a person or unit)
- Restructuring of Chief Research Officers committee work through more intensive engagement for strategic action, and redo of discretionary research fund allocations for more impact; developed new initiative/RFP for inter-institutional, interdisciplinary work
- Led management team for the North Carolina Research Campus in Kannapolis, NC (budget \$29 million with five universities' work and a collaborating private entity)

Selected Initiatives Launched by the President and Board or Legislature where I played a key role:

- Content System Lead on Student Success Theme and goals for System Strategic Plan Higher Expectations*
- Lead for the Strategic Plan's Areas of Distinction for the theme of Excellent and Diverse Institutions*
- Lead of Senior Staff to a Board Subcommittee on Undergraduate Advising*
- System Lead to Develop UNC System Plan to Enhance Degree Completion (legislation)*
- Lead on key review and implementation of organizational changes at one HBCU*
- Lead Senior Officer to the President's Task Force on the Future of Online Learning
- Lead Non-Health Senior Officer to the President's Task Force on Health Care in North Carolina
- Senior Officer Staff to implement legislation requiring UNC to create 8 lab schools with universities in first year
- Lead for implementation of new post tenure review Board policy with development of training modules

Board Memberships and National Appointments:

- Invited Member, National Academies Roundtable on Systemic Change in Undergraduate STEM Education, December 2017
- Board of Governors, RTI, International. Revenue 885 million USD (2014); member, compensation committee and university collaborations committee
- UNC TV Foundation Board
- D.H. Murdock Research Institute
- National Advisory Council Member, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services
- COACHE Advisory Board, Harvard Graduate School of Education
- Executive Committee member, Council on Academic Affairs, Association of Public and Land Grant Universities
- Executive Committee member, APLU Commission on Information, Measurement and Analysis (CIMA)
- National Advisory Council on Diversity, APLU NSF INCLUDES Grant
- Chair, National Advisory Committee, National Institute of Drug Abuse Research Training Grant (P.I. Baldwin, Northern Arizona University)

THE UNIVERSITY OF TEXAS AT EL PASO (2011- 2015)

Provost and Vice President for Academic Affairs

Professor (tenured), Department of Public Health Sciences, College of Health Sciences

The University of Texas at El Paso (UTEP) is one of the nation's leading minority serving institutions and a model for blending broad access and excellence. Now over a century old, with an enrollment over 23,000 students, UTEP has received accolades for its programs, achieved R-1 research status, and still has one of the lowest net costs of attendance of any research university in the country. For these and other reasons, UTEP was ranked #7 in the nation overall in 2014 by Washington Monthly and #1 for fostering social mobility for its students for four years in a row.

Roles and Responsibilities: The Provost and Vice President for Academic Affairs oversaw and had final responsibility for the University curriculum and degree/certificate programs, faculty appointments, research and scholarship, student affairs, community engagement and all academically related areas. I provided visionary leadership to promote and foster research and scholarship in an institution committed to teaching yet designated by the state as an Emerging Research University. For another priority, I led efforts aimed at enhancing student academic success and degree completion. I had over twenty direct reports including the Vice President for Research and the Vice President for Student Affairs, the seven college deans, eight Associate and Assistant Provosts, the Associate Vice President for Enrollment Solutions, Research Scientist for Evaluation, and the Director of Continuous Academic Improvement. My budget was nearly \$90 million. Additional duties and expectations included:

- Providing administrative leadership for all academic components of the University and guides academic, research, enrollment, extension and outreach programs in accordance with UTEP's access and excellence mission
- Supporting implementation of the University's core values and helping to maintain a positive climate within and among academic units
- Demonstrating appropriate responsiveness to the needs and concerns of students, faculty, and staff

- Representing the University to appropriate external groups and individuals, including national entities
- Advocating for UTEP with the UT System (UTS) and Texas Higher Education Coordinating Board (THECB)

Exemplary Accomplishments:

Optimizing Organizational and Academic Programs Operations for Resource Allocation

1. Development of new and revisions of existing policies, procedures, structures, and processes to enhance communication and reduce administrative burden for academic operations
 - a. Redesigned website for increased, clearer communication and readily accessible forms, guidelines
 - b. Developed portal for Deans' Council in part to facilitate Deans' Team work and make available range of resources on current state and national issues; chairs' portal in development
 - c. Revamped and streamlined curriculum and catalogue processes with new software implementation
 - d. Created University Committee on Space Allocation and Utilization
 - e. Implemented tracking mechanisms for internal and external deliverables
 - f. Created new and needed positions such as Assistant Provost for Assessment, Research Scientist for Evaluation
 - g. Re-engineered processes and procedures for strategic hires, international MOU development and approval, export control, enrollment strategy and implementation, space request and allocations
 - h. Launched a new Extended University to house several units including Professional and Public Programs and new fully online initiative UTEP CONNECT (now with over 2,600 students), including revenue sharing model
<http://news.utep.edu/extended-university-to-expand-offerings-to-nontraditional-students/>
 - i. Developed processes for academic program reviews; obtained approval for three new doctoral programs, four new master's programs, and two new undergraduate programs; three more doctoral proposals were to be submitted for review to UTS on my departure
2. Continuous engagement of key constituents such as deans, department chairs, program directors and others for important change initiatives
 - a. Developed new position of Director for Continuous Academic Improvement and hired well respected former department chair
 - b. In partnership with institutional research (IR) and constituents, designed multi-level (e.g., UTS, UTEP, college, department) dashboards or monitors with multi-dimensional metrics from enrollment to degrees awarded to research and scholarship including share or contribution to the institution and yearly and 5-year change
 - c. Facilitated eight meetings per academic year with chairs and program directors focusing this past year on increasing degrees awarded by clearing pending degrees and using degree audits for completion and contacting recent 'stop-outs'
 - d. Coordinated training on various tools such as student history tool, dashboards, and Academic Analytics databases
 - e. Recruited faculty to participate in pilot efforts and expanded programs for student success
 - f. Developed recommended best practices for tenure and promotion
 - g. Drove yearlong trainings for new chairs and reinvigorated the Leadership Development Institute for faculty and staff
 - h. Planned deans retreats for every semester for continuity and comprehensiveness
 - i. Facilitated development and ratification of new core curriculum required by THECB months before submission date
 - j. Launched Provost Faculty Fellows-in-Residence Program for faculty interested in administration who work with units or programs such as the Center for Civic Engagement, Undergraduate Research; revamped Leadership Development Institute

Driving Effective Student Success Initiatives for Degree Attainment Using Testing, Assessment, and Innovation

I led conceptualization and writing of comprehensive student success plan requested by the UT System which included development of Student Success Tracking Tool by IR and Enrollment Services (ES) for use by deans and chairs and tailored interventions for subgroups of students at different stages of progression. UTEP wins the 2013 Institute for Higher Education Policy's Champion of Access and Success Award (one of 3 institutions) after I led the proposal for this national competition, and is the only public four-year institution to receive the award.

1. Increased Access through Pre-enrollment and Recruitment and Retention Efforts (example outcome: increased new student enrollment by over 7% for last two years)
 - a. Re-aligned multiple operational units (recruitment, new student orientation, scholarships) into Student Affairs to optimize Enrollment Management
 - b. Coordinated partnership between grant funded efforts (e.g., federal TRIO and state programs) with longstanding El Paso Collaborative for Academic Excellence (consortium for K-12 with postsecondary institutions)
 - c. Launched through Enrollment Management a new integrated call center for admissions, financial aid, records, and other
 - d. Expanded outreach and recruitment efforts for military, veterans and dependents through revamped Military Student Success Center for continued increases in enrollment
 - e. Continued and expanded work with El Paso Community College via articulation agreements, reverse transfer, dual credit certifications; created relationships with California community colleges
 - f. Facilitated growth of Early College High Schools (ECHS) and their students' enrollment at UTEP
 - g. Piloted course offerings on the East Side of the city in other organizations' sites

2. Design and/or Assessment of Academic Support Programs for Positive Change (example outcomes: resource re-allocation, closure of programs, new investment for pilot tests, differential higher pass rates for 'high-risk' students)
 - a. Evaluated, with rigorous qualitative and quantitative analyses, existing programs such as freshman seminar (1301), learning communities, University Honors Program, ASSIST
 - b. Designed and piloted new programs such as block scheduling, supplemental instruction, Summer PREP bridge program (including an online component), first term 15 SCH campaign, information literacy course enhancement (with library)
 - c. Worked with faculty senate for policy changes such as requiring core math course completion by semester 4
 - d. Full review of tutoring efforts across campus leading to large pilot for two colleges focused on 12-15 core courses with high DFW rates
 - e. Provost led cross-unit team to write two grant proposals for U.S. Department of Education (e.g., First in the World) and one funded <http://news.utep.edu/utep-to-use-education-grant-for-new-student-retention-program/>
 - f. Provided additional support for undergraduate research experiences – a high impact practice for student success – and moved the Campus Office for Undergraduate Research Initiatives under Academic Affairs
 - g. Established a new post-doctoral teaching fellowship program

3. Re-engineering of Mixed Models of Advising (some college based, other in Academic Advising Center (AAC), heterogeneous advisors comprised of professional staff, faculty, peers)
 - a. Following external consultant report, comprised multi-unit Advising Change Team (ACT) and charged lead to the Vice President of Student Affairs for comprehensive and expansive recommendations
 - b. Site visited other metropolitan peer institution to assess its advising changes
 - c. Joined Student Success Collaborative for advising software with four major pilots underway
 - d. Re-aligned hybrid positions (Program Advisor-Lecturer) into colleges (vs. entering student program)
 - e. Charged AAC with new pilots such as blocked scheduling, 15 SCH campaign
 - f. Creating new University level steering group for Advising changes focused on standardized professional advisor training, development and 'certifications', priorities for e-advising pilots, creation of shared processes, policies and procedures (e.g., having one probation form for all units)
 - g. Moved to cohort-based advising model in AAC (e.g., advisors assigned certain majors or groups)
 - h. Designed a pilot team advising for at-risk students who graduated in the third quartile of H.S. class; team comprised of professional advisor, faculty member, peer, and student affairs staff

4. Technology for Learning and Completion
 - a. Initially collaborated closely with Instructional Support Services (ISS) who supported online course development but resided under another Vice President to develop strategy for more than online SCH growth

- b. Developed focused incentive-based strategy to drive online degree program and certificate conversion and/or development through RFP, and less focus on individual course conversions, in order to ready for larger expansion. When I arrived at UTEP, about 7% SCH was online but only had 5-degree programs. Now SCH near 10% with over 300% growth in five years in fully online sections, number of students and SCH, and 99-214% growth in hybrid courses for same counts.
- c. ISS was moved to Academic Affairs in 2012, under new directorship, and transformed into Academic Technologies with both improved and new units for instructional design, app development and more. It now also convenes an annual Summit. Academic Technologies wins the New Media Consortium 2015 Center of Excellence Award for its work in 2014.
- d. Designed the approach to achieve a signed five-year partnership with Pearson for online growth (UTEP CONNECT) – the only institution in the UTS to do so. Target market: 5,000 adult degree completers over five years. Launch: spring 2015 with 15 programs, and to add 10 more programs by 2017
- e. Initiated partnership with NBCLearn, and developed grant program for faculty to pilot test integration of NBCLearn resources in courses
- f. Invested in expansion and different tests of Starfish Zoom-In email intervention to over 3,000 students in large lecture courses. Results showed marked increase in pass rates for 'high-risk' students. Taking to larger scale. Received the Starfish 360 Award in 2014 in a national competition.
- g. Encouraged faculty participation in Open Learning Initiative (now Acrobatiq) Psychology course development and have tested online materials as textbook in several course modalities, including hybrid, in over 1,000 students. Results show 'high-risk' students pass at significantly higher rates in hybrid course with this technology. Other OLI courses being evaluated, and Statics to be tested in fall 2014.

Providing Capacity for 'Next Level' Research and Scholarship

- 1. Assignment of research and scholarship efforts to Associate Provost portfolio (new approach even with an Office of Research and Sponsored Programs [ORSP]) for coordination, integration and other support endeavors
- 2. Development of new mechanisms for individual and team support which have resulted in increased proposal submissions to federal agencies and foundations
 - a. Launched RFP for strategic hires proposed by colleges and departments for both tenure track and research track lines. These would be supported for three years by ORSP and Academic Affairs, followed by partial support. This has resulted in key hires for Psychology, Biomedical Engineering, Music, Criminal Justice, Communication, Biology, Geology.
 - b. Created Career Development Awards for Arts and Humanities faculty based on competitive, externally reviewed proposals
 - c. Partnered with ORSP to provide, on competitive basis, seed grants from \$5,000 to \$20,000 for interdisciplinary research
 - d. Coordinated grant-writing workshops for faculty with representatives from agencies and foundations, as well as awardees from other institutions (e.g., Guggenheim)
 - e. With ORSP, developed faculty incentive pay plan based on external funding and teaching load fulfillment
- 3. Conduct of continuous environmental scan for opportunities, enhanced networking, and other support for research and scholarship
 - a. Assessed some key gaps and created searches for positions to overcome those gaps – positions not tied to one department, but could cross colleges and disciplines (e.g., health disparities expert, quantitative social science methodologist)
 - b. Identified foundations that had not received proposals from UTEP and worked with faculty to submit (e.g., W.T. Grant Foundation)
 - c. Provided 'scholarship' support for faculty to attend research training institutes (e.g., NIH Translational Disparities Institute)

- d. Worked with departments to assess productivity using comparative data for baseline and aspirational peer institutions and plan for future hiring
- e. Personally reviewed grant proposals (e.g., NIH) at faculty requests
- f. Coordinated tri-institutional effort with UTEP as lead for \$2.2 million for new Institute for Healthy Living funded by local foundation (Provost: P.I.)

Advancing Engagement

1. Review of community engagement efforts for action
 - a. Established University Task Force on Community Engagement
 - b. Reconceptualized Center for Civic Engagement and moved so it has joint reporting to Academic Affairs and Student Affairs, and a new strategic plan (none in over 5 years). Finalist for APLU Magrath Award.
 - c. Provided Faculty Fellow in Residence
 - d. With a first ever submission, a UTEP initiative went to the final four for the 2013 APLU Magrath Award
 - e. Hosted networking gatherings for community partnered research and scholarship
 - f. Established lecture series by national experts on community based participatory research
2. Inventory of international activities
 - a. Established University Task Force on UTEP's Global Reach
 - b. Strengthened several partnerships including with Victoria University in Australia – one recent effort was joint funding for inter-institutional research teams working on chronic diseases
 - c. Establishing a new council for global work and planned realignment of several offices such as Study Abroad and Office for International Students
 - d. Supported development of dual degree programs with universities across globe
3. Liaison efforts, work with state and national entities, and advancement
 - a. Established close working relationships with the UT System (with both Academic Affairs and the Office of Strategic Initiatives), have been invited to serve on several committees, including a new one (only one of two provosts) on the system's next Productivity Dashboard
 - b. Elected in 2011 to Executive Committee of Council of Academic Affairs, Association of Public and Land Grant Universities, and have given invited presentations and coordinated panels
 - c. Invited frequently to present and or coordinate presentations on important topics in higher education at APLU, Texas Consortium of Chief Academic Officers, other institutions such as Northern Arizona University, conferences such as EDUCAUSE
 - d. Served as an appointed member of National Institute on Drug Abuse National Advisory Council Work Group on Adoption of Evidence Based Practices
 - e. Served on NIH review panels for Centers proposals (COBRE, RCMI, CTSA)
 - f. Appointed to National Advisory Council for U.S. Substance Abuse and Mental Health Services Administration for the U.S. Department of Health and Human Services
 - g. Continued to serve on Editorial Board of the journal *Health Services Research*
 - h. Chaired the National Advisory Committee for a NIDA five-year Research Education and Training Grant
 - i. Completed AASCU's Millennium Leadership Institute with mentor Dr. Kevin Reilly, former Chancellor of the University of Wisconsin System
 - j. Established gifts to UTEP for Music, Art, Undergraduate Research, and for the first ever Teaching Awards for Graduate Students

UNIVERSITY OF SOUTH FLORIDA (2007-2011)

College of Behavioral & Community Sciences (BCS)

2008-2011 Founding Dean and Professor (Tenured in the Department of Mental Health Law and Policy)

After my first 10 months at USF as Dean of the de la Parte Florida Mental Health Research Institute (FMHI), I was asked to lead the strategic re-alignment of five departments/schools from the College of Arts and Sciences with FMHI and its three departments with 475 employees into a new college of eight departments/schools. With extensive faculty discussion and team building, I was able to create a new college with one month's notice and no new resources/staff for 9 months. This required bridging of two distinct cultures: FMHI 12-month faculty with fewer teaching responsibilities and traditional nine-month academic units. I worked closely with faculty, chairs and University leadership to fulfill our mission and the College's vision within the context of the USF strategic plan. USF is designated by the Carnegie Foundation as Very High Research (highest research level in their classification system). At the time I left BCS had

- Nearly 3,000 students; over 760 employees, 200 instructional ranked faculty and annual budget of ~\$50 million
- Eight departmental and school units: Aging and Mental Health Disparities; Child and Family Studies; Communication Sciences and Disorders; Criminology; Mental Health Law and Policy; Rehabilitation and Mental Health Counseling; School of Aging Studies; School of Social Work
- 14 graduate programs, including 5 doctoral programs, and 4 undergraduate majors
- 3 top ten nationally ranked doctoral departments for 'scholarly productivity' by the Chronicle of Higher Education
- 5 top 100 US News and World Report ranked graduate programs and 4 of 5 in top 50 rankings
- Nearly 500 community connections for student placements, internships and engaged scholarship, including on-site clinical programs
- Research expenditures \$39.8 million in FY 08-09, over \$35 million in FY 09-10 – the most of any college in Academic Affairs and 2nd only to the College of Medicine at USF – and its research covered the translational continuum from basic behavioral science to health services and implementation science research

Special Highlights in Leadership, Service and Research:

- Chaired two university wide academic and engagement initiatives: a Presidential Cross-College Implementation Science Group and a Special Interest Group on Community Based Participatory Research.
- Served as Member on the Search Committees for the SVP of Finance/CFO for the University and for the College of Nursing Dean.
- Awarded in 2008 as Principal Investigator of a three-year \$1.24 million CDC research grant on reducing health disparities and a nearly \$300,000 NIH R13 three-year grant to develop integrated interdisciplinary scientific conferences on behavioral health services research.

Selected Exemplary Accomplishments:

All College goals achieved or exceeded for 2008-09 and 2009-10 such as total research funding, student credit hour generation, fundraising. Stayed within budget and achieved targeted 10% 'carry forward'

College Planning:

- Instituted performance planning at individual faculty, department and school levels
- Required all eight units to have 1, 3 and 5-year goals, with both quantitative metrics (e.g., % increases in number of Federal and indirect rate increases of grant proposals)
- For FY 2009-10 funds were set aside for external expert consultant reviews for all eight departments and schools (four completed by April 2010)

- Led branding (including multi-media collateral) and complementary programming for the new College of Behavioral and Community Sciences and its unique identity (e.g., created Distinguished Lectures Series of Insight, Innovation, and Impact with guests such as MacArthur Foundation awardees, Distinguished professors from Harvard, Cornell)
- Organized and led Annual retreats
- Led development of new college governance document in record time
- Completed new promotion guidelines for Instructor and implemented in 4 months – the only college to have completed this FY
- Created three Special Assistant to Dean positions (curriculum, governance and research) to smooth transition and to engage former Arts and Sciences faculty
- Shepherded transition year for School of Social Work with interim director and a special associate to the Dean for SW transition
- Developed a synthesis of individual unit priorities into a focused and comprehensive compact plan initiative for Teaching Excellence, Enhancing Mentorship (TEEM)
- Recruited and hired several minority and/or women faculty and staff
- Initiated Diversity Planning workgroup
- Successfully recruited new Director of School of Social Work

Student Success:

- Improved academic advising services w/in the college by the (a) addition of advisor positions in CSD & Criminology and (b) hired Director for Office of Student Services
- Developed a structure for supporting undergraduate research opportunities w/in BCS units and created a now approved Undergraduate Research Certificate Program (RISE) and a continuous undergraduate research experience (CURE)
- Established a student computer lab in MHC to support teaching and student accessibility on the west side of campus
- Reached targeted increase in new doctoral students for enhanced funding
- Contracted for development of databases for student placements

Research & Scholarship:

- Developed the support (e.g., hired full time fiscal analyst) for the five former Arts and Sciences departmental needs for fiscal assistance in monitoring grants and contracts, as well as pre-award support
- Continued to build a diversified portfolio of funding and so increase Federal proposals submitted by 20% over 2008-09 number. Of nearly 125 proposals submitted 2010-11, over 85% were Federal
- Initiated Round 2 of the Internal Grants programs and conducted follow-up assessment on the outcomes of Round 1
- Increased number of postdoctoral fellows three-fold in one year and recruiting new ones for departments that have never had one (CSD, Aging Studies, Criminology) for 2010-11
- Developed and supported collaborative grants workshop series on project management and methods (e.g., propensity scoring)
- Conceptualized and wrote major components of funded NIH Center P30 grant which was the largest stimulus competitive award made to USF
- Engaged, cultivated and hired first cluster hire ever at USF in Auditory Neuroscience with faculty in three departments and one in College of Engineering; garnered resources from multiple sources for startup of \$2 million
- Recruited and hired Research Associate Professor for appointments in three departments and in College of Public Health (contributed \$125,000) who brought a 5-year NIH grant and was the only Hispanic woman at rank above Assistant Professor in the College

Partnership & Engagement:

- Developed a college-wide process to coordinate and monitor MOU development with community agencies for purposes of internships, field placements, and community-engaged scholarships.
- Appointed start for inventory "global" activities within the college and draft plan for 'new' BCS global initiative with special focus on Fulbrights (first applicant awarded full semester long research & teaching Fulbright).
- Continued cross-college work groups (e.g., community based participatory research)

- Worked with two minority communities in Tampa planning health and wellness initiatives
- Successfully planned and executed transition of USF Collaborative on Children, Families and Communities into central office of Community Engagement
- Spearheaded inter-institutional partnerships for engaged scholarship and research (e.g., Harvard, Washington University)
- Was the only college Dean tapped for work with Tampa NAACP

Advancement:

- Fall Semester 2009: Secured two \$250,000 lead campaign gifts (Law and Policy; Caregiving for Alzheimer's)
- Cultivated Business Alumna for recurring annual \$25,000 gift (with \$50,000 match from Provost) for innovative BCS CURE program to have Continuous Undergraduate Research Experiences
- BCS (~63%) was above USF average target for capital campaign
- Initiated training workshops for key dozen faculty on fundraising
- Completed work on the BCS and unit websites
- Contracted with design firms for college collateral and alumni DVD
- Recruited first Marketing and Communications Specialist
- Finalized phase 1 marketing materials (in press) that help to establish a BCS "brand" and that incorporate high priority materials for all units.
- In two years, both nominees from College for honorary degrees were selected by the University (only one selected by Academic Affairs for commencement)

Mentoring: Dina Martinez PhD (Research Assistant Professor); Claudia Aguado-Loi (doctoral candidate), Moya Alfonso PhD, Leslie Pagan (Research Assistant), Ashley Anderson MPH (Research Assistant), Jaime Corvin PhD (Assistant Professor). *All are ethnic minority (except Corvin) and women*

Louis de la Parte Florida Mental Health Institute (FMHI) University of South Florida

2008-2011 **Executive Director**

2007-2008 **Dean and Professor** (tenured in Dept of Mental Health Law and Policy; also, Professor in Department of Psychiatry in College of Medicine)

The Institute (FMHI) is one of the largest behavioral health services research and training institutes in the US with nearly \$30 million in external funding in 2009 with 450 employees.

Sample Selected Accomplishments:

- Launched five Action Advisory Teams for five functional areas with reports for change and priorities (e.g., research; teaching, technical assistance, community engagement)
- Instituted unit level performance planning and goal setting frameworks
- Led budget reduction planning processes and implementation
- Tasked departments to develop more specific individual faculty performance rating metrics
- Launched prototype development of searchable grant proposals database
- Conducted survey on research infrastructure needs for planning
- Held regular meetings in state capitol with key Agency directors and funders
- Utilized resources to support two research evaluations of new state program and policy changes since state had no funds to carry out
- Instituted 6 grantsmanship workshops in less than one year
- Conceptualized and implemented first FMHI Distinguished Lecturer of Insight, Innovation and Impact series
- Chaired USF Collaborative on Children, Families and Communities

- Developed new collaborations with diverse organizations in Orlando – Children's Home Society of Florida, Covenant House, MD Anderson Cancer Center
- Successfully worked with faculty governance to expand mission of one department and to rename it

University and State Service:

- Scientific Advisory Board, USF Alzheimer's Center and Research Institute
- Scientific Advisory Board, USF-Moffitt Center for Equal Health (NIH grant)
- Ex Officio Member, Substance Abuse and Mental Health Corporation, State of Florida
- Member, Provost's Budget Planning Committee
- Member, Advisory Board, USF Office of Research and Innovation
- Search Committee for the Dean of the College of Nursing
- Search Committee, Senior Director of Development for Provost Initiatives
- Chair, FMHI Executive Committee

Abt Associates, Inc

Which in 2006 the American Marketing Association ranked 17th among the top 50 U.S. research firms and 22nd among global research firms. Company Revenue in 2015 \$510 million

2005-2007 Principal and Scientist:

I was recruited to Abt as a Principal to provide leadership across all practices in the Health Division, to work with other divisions for added value and to intersect with the private sector health and business consulting practices. I brought to Abt over fifteen years of experience in the strategy, execution and business development of research projects, groups and organizations and a leadership record of transformation in science portfolio management, including the acquisition and retention of talent for such efforts. I had special depth in behavioral health issues, but sought to 'mainstream' those into general medical settings and topics, but also augmented a portfolio in science and technology work. In my time there, I successfully teamed with small businesses to submit R grants to NIH, with academic institutions for other NIH work and large HHS master contract vehicles, and with domestic and international individual scientists who are luminaries in their fields. Was appointed to 2007 AHRQ Federal Technical Expert Panel on Evidence and Effectiveness of Non-Pharmacologic Interventions for Depression.

Abt funded projects are listed below under funded research and evaluation experience.

National Institute of Mental Health (1999-2005)

2005-2006 **Director, Division of Services and Intervention Research** with annual budget approximately \$250 million and oversight for three research branches and a clinical trials support unit

Selected Division Director Duties & Experiences:

- Responsible for oversight of the largest ever Federally funded mental health clinical comparative effectiveness trials (CATIE, STEP-BD, STAR-D)
- Directed staff of 30+ FTEs
- Remained Services Research Branch Chief while Division Director
- Created & sustained partnerships with high-level Federal (CMS, AHRQ, HRSA, SAMHSA), state, private sector officials, foundations & organizations, associations, scientists, state commissioners, managed care groups, public and private organizations
- Had extensive collaborative relationships with associations, research organizations, scientists, state commissioners, managed care groups, public and private organizations, WHO, PAHO
- Oversaw and configured program staff's inter-agency and other external activities with highly diverse constituents and stakeholders, both scientific and 'real world' (e.g., AHRQ, SAMHSA, HRSA, NIH, CDC, advocacy groups, associations), with special emphasis on primary care
- Co-lead, with Milbank Fund, health policy forum with state health commissioners on intersection of public general health and behavioral issues

- Chaired National Advisory Council Workgroup on Clinical Trials Networks
- Invited Member, Carter Center Conference Committee on Crossing the Quality Chasm in Behavioral Health, 2005
- 2005 DHHS Secretary's Award for Distinguished Service, Federal Partners for Mental Health Transformatio
- 2005 Chair, Council Workgroup of Next Generation of Practical Clinical Trials
- 2004 NIMH Director's Merit Award
- 2001-2005 Liaison to Center for Medicare and Medicaid Services
- 2002-2005 Liaison to SAMHSA Science and Service Initiative
- 2003-2005 Transformation Federal Partners Senior Executive Committee
- 2003 Planning Committee, Abstract Reviewer, Session Co-Chair, International Basis of Health Services Research Meeting, Global Evidence for Local Decisions
- 2003-2005 NIH Roadmap Public Private Partnerships Committee
- 2002-2004 Reviewer, United Kingdom Mental Health Networks Proposals
- 2002-2005 Science to Service Committee/Workgroups – SAMHSA lead initiative
- 2001-2005 Chair, Technical Expert Panel, Centers for Medicare & Medicaid Services Depression Screening PROS
- 2002 Physician Award, Salary Enhancement for Achievement in Meeting Institute Mission – the only Institute physician to be awarded such
- 2001 Award, NIMH Diversity and Advocacy Award for Significant Achievement
- 2001 Member, Surgeon General Committee on Primary Care & Mental Health
- 2001 Member, NIMH Employees Advisory Committee
- 2001 Chair, NIMH Office of Special Populations Search Committee
- 2001-2005 DSM V Committee, NIMH Liaison to APA
- 2001 Chair, Technical Expert Panel, CMS PROS Depression Projects
- Co-Chair, NIMH Health Disparities Strategic Plan

1999-2005 **Chief, Services Research & Clinical Epidemiology Branch:** \$70 million annual budget 10 research programs

Selected Branch Chief Duties & Experiences:

- Provided scientific leadership for nationwide applied research program with high public health significance; created innovative new funding mechanisms (IPRISP, Time Sensitive Opportunities)
- Responsible for increasing research applications to Branch by 100% with no set aside funds
- Represented and integrated activities of 10 distinct scientific programs (about 275 grants); ran individual programs such as primary care mental health research
- Conceptualized and chaired annual 2001, 2002, 2003 Services Research Conferences with record breaking attendance
- Promoted Centers for Medicare and Medicaid Services funding for two PROS (peer Review Organizations) projects and chaired the Technical Expert Panel for these projects
- Pioneered successful cross-agency partnerships such as EBP Implementation in States (created two RFAs to capture total 16 states)
- Created & sustained partnerships with high-level Federal (CMS, AHRQ, HRSA, SAMHSA), state, private sector officials, foundations and organizations, associations, scientists, state commissioners, managed care groups, public and private organizations
- Won multiple awards as noted above

George Washington University

2005-08 Clinical Professor of Psychiatry and Behavioral Sciences

Georgetown University

2006 Adjunct Professor
1999-2005 Clinical Associate Professor

1997-1999	Member, NIMH Special Emphasis Review Panels
1996-1999	Member, SBIR Study Section, NIMH
1995-1999	Member, Health Services Research Dissemination Study Section, AHCPR

1994-1999 **Deputy Chairman, Department of Psychiatry**

Selected Duties for the Clinical Enterprise

- As Deputy Chair and Director of Clinical Operations, managed faculty and staff of 40 (excluding residents), provided education for staff, residents and students.
- Provided leadership for quality improvement and performance measures, process re-engineering, standards setting
- Grew clinical operations by negotiating managed care contracts, creating innovative bundling mechanisms for reimbursements, and securing specialty contracts (e.g., Peace Corps), as well as by providing training for optimal CPT coding, encouraging use of other interventions, and coordinating appropriate billable supervision by senior staff for residents' encounters. Launched innovative & financially successful Medical Illness Outpatient Program

Selected Duties for the Research Enterprise

- Built a departmental health services research team in order to secure 8 NIH grants (and other non-Federal grants) in less than 3 years (department had 1 upon arrival) by
 - recruiting key junior and senior faculty (e.g., Miranda now at UCLA and Weinfurt now at Duke)
 - leading innovative cross-disciplinary thinking and focusing on important unstudied areas (e.g., decision making, practice patterns) – to be ahead of the curve
 - cultivating and securing **collaboration** with other departments and research units for shared resources and interdisciplinary work (e.g., Institute for Health Care Research and Policy, Clinical Economics Research Unit – Schulman)
 - building an external national network of collaborators for research partnerships (e.g., Johns Hopkins Univ. – 2 NIH R01s and Aetna Health Plan)
 - promoting GU visibility by serving on national committees (e.g., NIMH Advisory Council Report on Bridging Science and Service), Federal research grant review panels

1994	Award, Scholarship Recipient, Training Institute in Research Management, Kaiser Permanente Center for Health Research/AHSR Sponsored
1994-1999	Reviewer, BSTART Grant Program, National Institute of Mental Health
1994	Special Reviewer, AHCPR, Schizophrenia PORT Project
1994	Special Reviewer, AHCPR Conference Grant Program
1994	Special Review Panel Member, NIMH Small Business Grant Program
1994-1999	Review Member, Medical Treatment Effectiveness Research: PORT-II Special Emphasis Panel, Agency for Health Care Policy and Research
1994	Member, National Advisory Panel, Health Hispanic Aging Center, UT San Antonio
1993-1998	Member, GUMC Managed Care Committee

1993-1999	Director of Clinical Programs, Department of Psychiatry Georgetown University Medical Center
1993-1999	Assistant Professor, Georgetown University School of Medicine
1993-1999	Member, Clinical Economics Research Unit, Department of Medicine, Georgetown University Medical Center
1993-1999	Member, Institute for Health Care Research and Policy, Georgetown University
1993-1997	Member, Sub-work group on DSM IV Primary Care Field Trials
1993-1995	Member, Task Force on Psychiatric Training Objectives, Society of General Internal Medicine Curriculum Project

National Institute of Mental Health (ADAMHA Fellow in Mental Health Services Research)

1992	Award: PHS Primary Care Policy Fellowship -- one of 20 national fellows selected to spend one month learning about primary health care and links to health policy
1992	Project Officer, AHCPR Schizophrenia PORT, AHCPR Guidelines Panel for Anxiety and Panic Disorders in Primary Care
1992-1994	Consultant, Upjohn Primary Care Mental Health Project Consultant, Pfizer Primary Care Mental Health Project
1991-1993	Chief, Primary Care Research Program, Services Research Branch, DASR, NIMH
1991-1994	Councilor, Association for Medicine and Psychiatry
1991-1993	Member, Work Group on DSM-IV and Primary Care, American Psychiatric Association
1990-1993	NIMH Liaison and Scientific Reviewer, Agency for Health Care Policy and Research Panel on The Diagnosis and Management of Depression in Primary Care (Guidelines Development)
1990-1993	Associate Director, Medical Illness Clinic Clinical Assistant Professor, Department of Psychiatry, Georgetown University Medical Center

Honors

Beta Gamma Sigma Honor Society 2005 (business school)
 Residency Awards (1987-90): Marion Merrell Dow USA Award; APA/Burroughs-Wellcome Fellowship;
 American Society of Hispanic Psychiatrists
 Alpha Omega Alpha Honor Society (top 10%) 1985 (medical school)
 Medical School Awards: 1986: Dr. Edward J. Sachar Prize; Kenneth Appel Award; AMA Rock Sleyster Scholar; 1984-85
 Charles A. Dana Foundation Scholar
 Undergraduate Award: Hartford Hospital Research Fellowship 1979

Bibliography and Products of Scholarship:

Books and Chapters:

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Gonzales J, Bowers B. Child and Adolescent Psychopharmacology: A Call for Pharmacoeconomics Research, in Pharmacotherapy for Child and Adolescent Psychiatric Disorders, ed. By Rosenberg D, Davanzo P, Gershon S. Marcel Dekker Publishers; 2002. p 51-71.

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Peer Reviewed Journal Publications (over 4,000 citations)

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Pine M, Jordan H, Elixhauser A, Fry D, Hoaglin D, Jones B, Meiban R, Warner D, Coleman K, Gonzales, J. Modifying ICD-9-CM coding of secondary diagnoses to improve risk-adjustment of inpatient mortality rates. *Medical Decision Making*; Jan – Feb 2009. 29: 69-81.

Sacks S, Chandler R, Gonzales J. Responding to the Challenges of Co-Occurring Disorders, *Journal Substance Abuse Treatment*; 2008. 34: 139-146.

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Gonzales J, Moten M. Reflections on 'Community Partnered' Research: Driving Sensemaking, Managing Knowledge, and Moving Mental Health Care to New Heights, *Ethnicity and Disease*, Volume 16; Winter 2006. p S1 156-158.

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Under Review:

Corvin J, Chan I, Reese E, Ross K, Aguado Loi C, Gonzales J. The effect of increased self-efficacy on depressive symptoms among Hispanics in a chronic disease self-management program. Family and Community Health. (S) (C) Status: Under Review

Refereed Unpublished Referred Oral Presentations/Abstracts

Gonzales J, Ruitter D, Nava P. Integrated Change Management, Oral Presentation Annual Meeting Society for College and University Planning, July 2015

Gonzales J, Bejar E, Cabrera A. Hispanic Student Success, Oral Presentation Annual Meeting Association of Public and Land Grant Universities, November 2013

Corvin J, Aguado Loi C, Burges J, Chan I, Gonzales, J. Tomando-plus: Increasing the impact of a chronic disease self-management program by addressing minor depression among Latinos. Poster presentation at the 141st Annual Meeting and Exposition of the American Public Health Association 2013 Boston, MA

Corvin J, Aguado Loi C, Sandoval E, Alfonso M, Powers E, Burges J, & Gonzales J. Sustaining positive health outcomes through the augmentation of a chronic disease self-management program for Latinos. Poster presentation at the SOPHE Annual Meeting. April 2013 Orlando, FL.

Corvin J, Aguado Loi C, Alfonso M, Burgess J, Powers E, Gonzales J. Analytical Hierarchical Processing: Using an Innovative technology for the Adaptation of an EBI for Latinos with Minor Depression and Chronic Disease. Poster presentation at the 2012 NIH Science of Eliminating Health Disparities Summit. Washington, D.C.

Aguado Loi C, Corvin J, Alfonso M, Martinez Tyson D, Burgess J, Powers E, Gonzales J. Augmenting the Effect of an EBI for Latinos with Minor Depression and Chronic Disease to Sustain Positive Medical Outcomes. Poster presentation at the 2012 NIH Science of Eliminating Health Disparities Summit. Washington, DC.

Corvin J, Martinez Tyson D, Aguado Loi C, Alfonso M, Callejas L, Herrera J, Panzano P, Serrano M, Toyinbo P, Pinzon M, Gonzales J. Minor Depression & Chronic Disease Among Latinos: Translating Research into Practice. Roundtable discussion at the 138th Annual Meeting of the American Public Health Association. 2010. Denver, CO

Corvin J, Aguado Loi C, Martinez Tyson D, Alfonso A, Callejas L, Serrano M, Herrera J, Panzano P, Pinzon M, Toyinbo P, Gonzales J. A mixed methods design informed by CBPR for the adaptation of an EBI for Latinos with minor depression and chronic disease. Poster presentation at the 138th Annual Meeting of the American Public Health Association. 2010 Denver, CO

Alfonso M, Aguado-Loi C, Serrano M, Martinez-Tyson D, Corvin J, Callejas L, Pinzon M, Panzano P, Gonzales J. Chronic Disease and Minor Depression: Patient and Family Perceptions, Annual Meeting, American Public Health Association 2009

SELECTED INVITED PRESENTATIONS/CONFERENCE ACTIVITIES (since 2011 only)

- 2019 Panel Chair, Advancing Equity in STEM Undergraduate Outcomes, Times Higher Education Student Success Conference
- 2019 Invited Speaker, Higher Education and Enrollment Congress, Washington DC
- 2018 Invited Panelist, Whiteboard Advisors Conference on Higher Education
- 2018 Invited Speaker, Higher Education and IT Congress, Washington DC
- 2018 Master Class Panelist, Adaptive Learning, American Council on Education Annual Meeting
- 2017 Invited Panelist, Diversity and Inclusion on University Campuses, APLU Annual Meeting
- 2017 Professional Development for Academic Administrators APLU Summer Council on Academic Affairs
- 2016 Department Chair Leadership Development, APLU Summer Council on Academic Affairs
- 2016 Education in 2025, Raleigh Chamber of Commerce
- 2015 Priorities in Higher Education, North Carolina Center for Philanthropy
- 2014 Invited Speaker, Change Management and Leadership in Implementation, EDUCAUSE, October 2014
Co-Organizer for two panels at APLU Council on Academic Affairs Summer Meeting: Student Analytics and Success; Whither Competency Based Education? Santa Fe, NM
- 2013 APLU Council on Academic Affairs Summer Meeting, Presentation: Online @ UTEP: Blending Organicity, Creativity, Mission and Money
APLU Council on Academic Affairs Summer Meeting, Productivity, Efficiency, Frameworks, Dashboards: (toolbelts too?)
Invited Keynote Presenter, University of New Mexico Health Disparities Conference – Eradicating Disparities: Can Implementation Science Provide Some Solutions?
Invited Speaker, NIDA R25 and Children's Mental Health Conference, Tampa FL
Invited Presenter, Texas Consortium of Chief Academic Officers Annual Retreat, Austin, TX
Invited Moderator, APLU Annual Meeting – Financial Aid Strategies and Student Success
Invited Presenter, Student Success Initiatives at UTEP, APLU CAA Summer meeting
Invited Panelist, STEM and Minority Males, Annual Meeting, APLU

Teaching Activities:

Lectures and teaching to students, residents and fellows

- NYIT 101 Psychology of Emotional Intelligence 2019 (scheduled for spring 2021) – Freshman Seminar
- UNC Department of Psychiatry, Academic Medicine and Psychiatry: Charting Your Course, April 2016
- UNC Sheps Center, Postdoctoral Fellow Seminar Series, October 2015
- UNC Presidential Internship Reading Seminar Series, October 2015-January 2018
- Undergraduate Students in upper level course Exemplary Practices in Behavioral Health Care Treatment 2007-2010
- USF College of Public Health Fellows for Global Scholarship May 2010
- Graduate and undergraduate students in USF Department of Psychology's Division of Clinical Psychology 2010
- Monthly seminar for medical students on Psychiatry rotation, Georgetown University 1993-1999
- Georgetown University Medical Illness Clinic, Co-Founder and taught students and residents 1990-2005

Grand Rounds

- Grand Rounds, UNC Department of Psychiatry January 2016
- Grand Rounds, Temple University Department of Psychiatry April 2012
- Grand Rounds, University of South Florida, Department of Psychiatry November 2009
- Grand Rounds, George Washington University Department of Psychiatry March 2007
- Grand Rounds, Dartmouth Medical School Department of Psychiatry March 2006
- Grand Rounds, University of Connecticut Department of Psychiatry 2003
- Grand Rounds, Johns Hopkins University Welch Center, 1998

- Grand Rounds, George Washington University Department of Psychiatry 1996
- Grand Rounds, Washington DC VA Hospital Psychiatry 1996
- Grand Rounds, Georgetown University Department of Psychiatry 1995
- Grand Rounds, Duke University Department of Psychiatry 1994
- Grand Rounds, Georgetown University Department of Psychiatry 1994

Clinical Teaching

- Medical students and Psychiatric Residents, weekly Medical Illness Outpatient Clinic, Georgetown University Department of Psychiatry 1990-2005

Attending on Clinical Service

- Psychiatric Inpatient Service, monthly weekend coverage, Georgetown University 2003-2009

Grants (totaling over \$15 million as PI, Co-PI, or Senior Lead):

2016	Co-Principal Investigator , Southeast CBE Regional Innovation Partnership, Gates Foundation \$100,000
2014	Principal Investigator , Developing the Unit for First Year Retention, Success and Transition (U-FYRST) at UTEP, Department of Education, \$2.6 million over five years, 5% effort
2012-13	Principal Investigator , Institute for Healthy Living, Paso Del Norte Health Foundation, \$2.2 million over 5 years, 5% effort
2008-11	Principal Investigator , Chronic Illness & Minor Depression: Community and CDSMP, CDC R18MN000004-01, \$1.24 million total costs, 10% effort
2008 -11	Principal Investigator , Toward an Integrative Behavioral Health Services Research Platform, NIDA R13DA022908-01, \$288,000 total costs, 5% effort

Abt Associates 2005-2007 (all funded)

Senior Scientific Investigator, NIH Director Pioneer Award Feasibility Study. Mixed methods project to do feasibility study of high-profile NIH Roadmap mechanism to support creativity and innovation for biomedical research at the individual investigator level. (funded by NIH)

Senior Scientific Investigator, NIH Roadmap Interdisciplinary Study. Cross divisional effort to assess the parameters, process and outcomes for a larger scale outcome evaluation of a multi-pronged high-profile NIH Roadmap effort to stimulate and support interdisciplinary research through training, consortia and assess cultural change. (funded by NIH)

Senior Scientific Investigator, Science and Technology Policy Institute (STPI) (IDA) NCI Clinical Trials Network Financial Analysis Project. Evaluation of financial investment in NCI Clinical Trials Network as part of Report from National Advisory Council. I was the scientific liaison from the IDA Financial team to the NCI. (funded by Institute for Defense Analysis [IDA])

Senior Scientific Investigator, STPI, NCI Trials Network Baseline Operational Efficiency. Project to establish measurable structure, process and outcomes parameters of NCI clinical trials efforts in order to evaluate planned changes over the next five years. (funded by NIH and IDA)

Senior Scientific Investigator, STIGMA. Process analysis of research program meeting with recommendations for future efforts and evaluation. (Funded by NIH Fogarty International Center)

Principal Investigator, African Health Initiative Planning, Doris Duke Charitable Foundation (funded) \$15,000
2% effort

Senior Scientific Investigator, AITRP Evaluation of 15-year-old NIH Fogarty International Center AIDS International Training Research Program. Mixed methods including bibliometric analyses, site visits and interviews with trainees and experts around the world, interviews with US investigators and NIH officials. (Funded by NIH)

Senior Scientific Investigator, Portfolio. Team assessed the impact of The Agency for Healthcare Research and Quality (AHRQ) Pharmaceutical Outcomes portfolio to determine whether it is moving toward its goals. This evaluation incorporated innovative evaluation tools including network analysis and appreciative inquiry. A mixed methods approach, including multiple site visits, was done. (Funded by AHRQ)

Project Director, BIGMAP. Multi-year coordinating center and technical assistance functions and program evaluation for SAMHSA funded 20 clinical sites across the US to deliver mental health services to people of color with HIV. (Funded by SAMHSA)

Senior Scientific Investigator, ValueAdd. The Agency for Healthcare Research and Quality developed Inpatient Quality Indicators (IQIs) and Patient Safety Indicators (PSIs) which used administrative data to assess hospital quality of care. However, questions were raised about the clinical validity of using administrative data-based measures for hospital specific quality of care reports. This project examined the extent to which use of clinical data in performance measurements would add value to the QIs relative to the costs of data collection. *Three publications – JAMA; Medical Decision Making; Journal of Patient Safety – resulted.* (Funder: AHRQ)

Senior Scientific Investigator, Reimbursement of Mental Health Services in Primary Care Settings. Through this project, we identified concrete, modifiable policies or practices that have impeded integrating mental health services into primary care and describing some incentives/ successful models to promote inclusion that can be implemented in order to overcome the barriers for including and reimbursing for mental health services in primary care settings. (Funded by Center for Mental Health Services, Substance Abuse and Mental Health Services Administration).

Georgetown University all funded

1998-1999	Co-Investigator , Mental Health Services for Women in Public Medical Care, NIMH RISP R24 (PI: J. Miranda) funded total \$1,781,772
1999	Principal Investigator , Pharmacy Benefits Managers Formulary Recommendations, AARP Grant funded \$15,000
1997-1999	Co-Principal Investigator , Quality Improvement for Depression (PI: D Ford) NIMH R01 05443 funded, \$677,564, 10% effort
1997-1999	Co-Investigator , Depression in the Medically Ill (PI: S. Epstein) Two separate NIMH R03s funded, each \$50,000
1996-1999	Co-Investigator , Treatment of Depression in Disadvantaged Gynecology Patients (PI: J. Miranda) NIMH R01 funded, total costs \$2,023,237
1995-1999	Principal Investigator , NIMH K20MH01320, Assessing Preferences for Depression Outcomes funded, \$745,837, 75% effort
1994-1997	Co-Principal Investigator , NIMH U01HS08713 (PI: Ford, D.) Implementation of Depression Practice Guidelines funded, TOTAL \$1,303,315 10% effort
1994	Finalist, Honorable Mention , Picker/Commonwealth Fund Scholars Program

Examples of Past Professional Service:

To Discipline and National efforts:

Chair, NIDA R25 National Advisory Council, PI: Julie Baldwin, 2011-present
Member, National Advisory Council for U.S. Substance Abuse and Mental Health Services Administration for the U.S. Department of Health and Human Services 2013-17
Member of National Institute on Drug Abuse National Advisory Council Work Group on Adoption of Evidence Based Practices, 2011-12
National Advisory Council, Agency for Healthcare Research and Quality 2009-11
Invited National Expert on Health Services Research Information 2010
Advisory Board, NIH Advanced Research Center on Mental Health Disparities at Harvard (PI: Alegria) 2006-10
Editorial Board, *Health Services Research* 2009-
Member, Obama-Biden Transition Team: Agency Review Team for Department of Health and Human Services 2008

Other Selected Service

NIH review panels for Centers proposals (COBRE, RCMI, CTSA), 2011-13
Consultant, VA National Center on Homelessness 2009-11
Reviewer, AHRQ Special Emphasis Review Panel for CERTs 2008
Reviewer, NIMH Special Review Panel for Research Network 2010
Reviewer, NIDA-NIMH Special Panel for HIV Research 2010
Invited Chair, Behavioral Health Services Research Special Interest Group, AcademyHealth, Annual Meeting, Chicago 2010
Member, Best Abstracts Review Committee, AcademyHealth Annual Research Meeting 2009
Medicine-Psychiatry Committee, National Board of Medical Examiners, USMLE 2003-2005
USMLE Interdisciplinary Content Committees 2000-2004
Member, NIMH NAMHC Clinical Treatment and Services Research Workgroup 1998-1999
Chair, Step 2 USMLE TMDC Psychiatry Committee (US Medical Licensing Examination) 1998-2000
Member, National Board of Medical Examiners 1998-2004
Member, Step 2 Committee, USMLE 1996-2004
Examiner, American Board of Psychiatry and Neurology 1995-1999

Georgetown University Medical Center

1995-1999	Executive Committee, Institute for Health Care Research and Policy
1993-1996	Chair, Outpatient Quality Assurance Committee
1993-1998	Grand Rounds Committee
1993-1996	Chair, Resident Records Review Committee
1993-1997	Medical Center Managed Care Committee
1993-1999	Residency Selection Committee
1993-1999	Residency Training Committee

PEER REVIEWER

JAMA, Health Services Research, Archives of General Psychiatry, Journal of Family Practice, Psychosomatics, General Hospital Psychiatry, American Journal of Public Health, NAPCRG Annual Meeting, AHCP Primary Care Conference, Journal of General Internal Medicine, Psychiatric Services

EDITORIAL WORK

Editorial Board, Health Services Research
Guest Editor, Journal of Substance Abuse Treatment, January 2008, Volume 34, Number 1

SELECTED PROFESSIONAL SOCIETIES (since 2000)

2018-2020	Association of Chief Academic Officers
2005-	Beta Gamma Sigma Honor Society
2004-2010	Member, Academy of Management
1998	Nominee, Board of Trustees, SMDM
1996-2000	Member, Society for Medical Decision Making
1993-2007	Member, AcademyHealth formerly Association for Health Services Research
1985-	Member, Alpha Omega Alpha Honor Society

CERTIFICATIONS

1991	Certification, The American Board of Psychiatry and Neurology, #34621
Former	Maryland Permanent Licensure #D39959
Former	District of Columbia Permanent Licensure #18486
Former	Massachusetts Permanent Licensure #60213
1986	Diplomate, National Board of Medical Examiners

Selected Other Community Service, Engagement and Advancement

Board of Governors, RTI International 2016-2018, Compensation and University Collaborations Committees
Board of Directors, El Futuro, (2016-2018), Development and Finance Committees Member
Board of Directors, United Way El Paso (2012-15)
Member, The Metropolitan Club of Washington D.C. (1999-present)
Member, The Mill River Club (current)
Member, The Penn Club of New York (current)
Board of Trustees, Tampa Museum of Art (former)
Member, Rotary Club New Tampa Evening, Tampa Florida (former)
Director and Vice Chair, Board of Directors, Neighbors' Consejo, Washington DC (former)
Member, Center for Health and Human Services, Beacon College, Leesburg Florida (former)
Member, Board of Directors, Signature Theatre; former chair Resources Committee; member: Resources, Governance, Capital
Campaign Steering Committees Arlington, VA (former)
Treasurer, Brown University Club of Washington (former)
Former Advisory Board Member, International Centre for Missing and Exploited Children



President Richard J. Bailey, Jr., PhD

Richard J. Bailey, Jr. and his wife Diana joined the Northern New Mexico College family in October 2016, after a twenty-four-year career in the United States Air Force. Dr. Bailey received a Bachelor of Science degree in Engineering Sciences from the U.S. Air Force Academy, a Master's Degree in International Affairs from Washington University in St. Louis, and a doctorate in Government from Georgetown University in Washington, DC.



Dr. Bailey's Air Force career included service as an aircraft commander, instructor pilot, and flight examiner. He retired from the Air Force as a full colonel and command pilot with over 3,500 flying hours. After completing his PhD in 2006, Dr. Bailey served as a military liaison and defense trade analyst at the U.S. State Department. He later served as Chief Air Operations Officer at the North Atlantic Treaty Organization (NATO) Joint Force Command Brunssum in The Netherlands, where he oversaw air operations efforts for the International Security Assistance Force (ISAF) mission in Afghanistan.

Before assuming the presidency at Northern, Dr. Bailey served as associate professor of strategy and security studies at the School of Advanced Air and Space Studies at Air University, Maxwell Air Force Base, Alabama. He also served as the school's first-ever Dean of Students. In 2014, Dr. Bailey was elected the first-ever President of the Air University Faculty Senate, advising senior leaders on all issues pertinent to the university's 600+ faculty members. He is the only faculty member in the university's history to receive both the Faculty Excellence Award, given annually to the highest rated faculty member at the university, and the Muir S. Fairchild Award, for the most outstanding contributions to Air Force Education.

During President Bailey's tenure at Northern New Mexico College, the institution crafted a Strategic Direction document, revised its faculty handbook for the first time in a decade, completed successful renegotiations of collective bargaining agreements with faculty and staff for the first time since 2008, gave multi-year raises to over 99% of its employees after a decade without, increased enrollment by over 20%, and more than doubled its student graduation rate, all done without an increase in tuition rates. The dual-campus institution boasts the most affordable tuition and fees of any four-year college in the southwest United States, the third lowest average student debt upon graduation of any four-year college in the country, and the top performing High School Equivalency program in the nation for two out of the last five years. Northern was also recently highlighted by the US Department of Education for cutting its student loan default rate by more than 50% in the last four years.

Since 2016, the institution has received numerous multi-million-dollar grant awards, including two US Department of Education Title V grants worth \$5.8M, a \$1.5M Upward Bound grant, a \$1M workforce agreement with Los Alamos National Laboratory, and awards from the National Science Foundation, the National Institutes of Health, and many others.

President Bailey led several groundbreaking achievements for the college since 2016. He was instrumental in the revitalization of the college's El Rito campus, located 32 miles from its vibrant campus in Española, and the reintroduction of key career technical education programs in northern New Mexico. He accomplished this by crafting a senate bill that allowed for the establishment of a co-located branch community college (the first of its kind in the history of the state). Through his advocacy, the bill passed both houses of the legislature unanimously and was signed by Governor Michelle Lujan Grisham in April 2019. He then established partnerships with five local school districts to form the community college district and launched a successful campaign to create an enduring local funding mechanism for the trades through outreach with the local community.

He also brokered a partnership with Kit Carson Electric Cooperative and Guzman Energy for the construction of a 1.5MW solar array on its El Rito campus, which will lower utility costs for the college for the next thirty years. In 2019, President Bailey helped to establish the Anna Age Eight Institute on the Española Campus at Northern New Mexico College for the study and prevention of childhood trauma, the first entity of its kind in the United States. In 2020, he led the creation of the Northern New Mexico College Eagle Corporation (the first of its kind in the history of the college), allowing the institution to partner with business entities for the purpose of diversifying the college's revenue streams.

During his tenure at Northern, Dr. Bailey helped to form a Sharing Governance Committee with faculty and staff and institutionalized a full-time Director of Equity and Diversity position. He has also co-taught four separate courses at Northern in Psychology, Engineering, Leadership, and the Humanities.

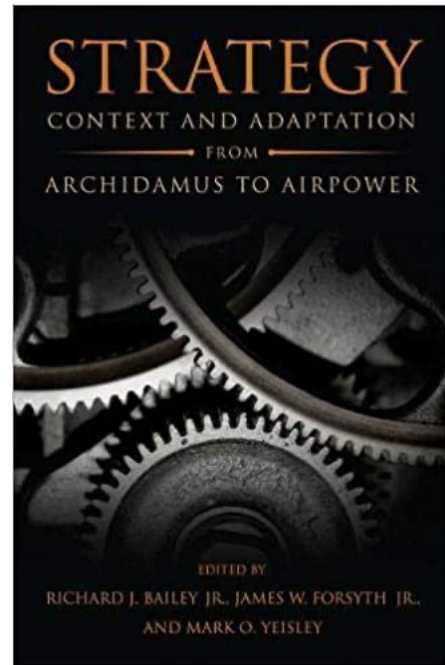
Northern is the proud recipient of the 2019 Organization of the Year award from the Greater Española Valley Chamber of Commerce (President Bailey won the Organizational Leader of the Year Award the same year), the 2019 New Mexico STEM award winner as the Science, Technology, Engineering and Mathematics Higher Education Institution of the Year, and the 2021 Quality New Mexico Adobe Award, for advancements in strategic planning.

President Bailey serves as a board member for the Northern New Mexico College Foundation, the Northern New Mexico College Eagle Corporation, the Cancer Foundation for New Mexico, Las Cumbres Community Services, and the Española Public Schools Education Foundation. He is a Class Senator for the US Air Force Academy's Association of Graduates and serves on the Advisory Board for the Roosevelt Project, a joint Harvard/MIT initiative for national renewable energy transformation.

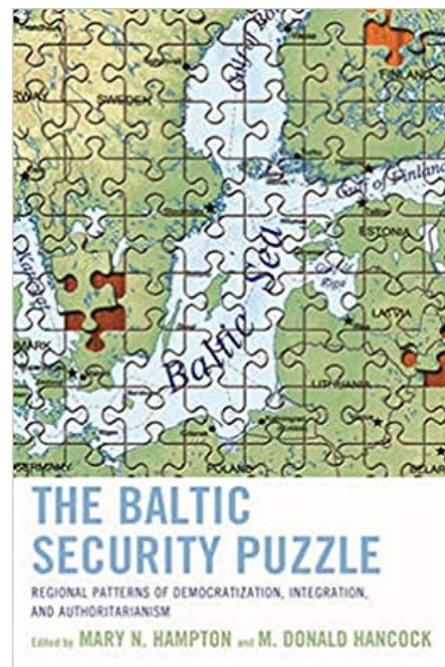
Dr. Bailey's publications and presentations include:

Books

- 2016 - *Strategy: Context and Adaptation from Archidamus to Airpower*. Co-Editor and Contributing Author. (Annapolis, MD: Naval Institute Press, 2016). <http://www.amazon.com/Strategy-Adaptation-Archidamus-Airpower-Transforming/dp/1682470032>



- 2015 – “Redefining the Struggle: Why the Baltics are Important to the Development of Strategic Thought Regarding Cyberspace and Cyber Power.” Chapter in *The Baltic Security Puzzle*, ed. Mary N. Hampton and M. Donald Hancock (Lanham, MD: Rowman and Littlefield, 2015). <http://www.amazon.com/Baltic-Security-Puzzle-Democratization-Authoritarianism/dp/1442248521>



Articles/Presentations/Opinion-Editorials

- May 2021 – “Context and Adaptation: Strategic Direction and the Baldrige Approach at Northern New Mexico College.” Keynote Webinar Presentation to the Baldrige Foundation and the Institute for Performance Excellence. May 11, 2021. <https://www.youtube.com/watch?v=e4IYtJGyh6Y>
- Mar-Apr 2021 – “Thriving in Uncertain Times: A Case Study of Northern New Mexico College.” Panel Presentation to the Higher Learning Commission Annual Conference.
- Dec 2020 – “Crafting a Sustainable Workforce Pipeline Model.” Presentation to the CareerTech VISION Conference. Dec 2020.
- Oct 2020 – “Reimagining Workforce Pathways: Opportunities and Challenges in Crafting New Apprenticeships.” Panel Presentation to the Energy Communities Alliance. Oct 2020.
- Oct 2019 – “Meeting Workforce Needs Collaboratively: A Large Employer and Local Colleges.” Panel Presentation to the National Conference of the Hispanic Association of Colleges and Universities. Chicago, IL. Oct 2019.
- Oct 2019 – “Collaboration, Persistence and Innovation – And Success.” Opinion-Editorial. Co-authored with Chris Miller. *Santa Fe New Mexican*. Oct 5 2019. https://www.santafenewmexican.com/opinion/my_view/collaboration-persistence-and-innovation-and-success/article_b6c7b899-9ca8-5a87-86cc-932aca51a92a.html
- May 2019 – “Flying Like an Eagle in the North.” Opinion-Editorial. *Santa Fe New Mexican*. May 4, 2019. https://www.santafenewmexican.com/opinion/my_view/flying-like-an-eagle-in-the-north/article_42116e1f-e3b5-57fa-84bd-79aeba34db07.html
- Mar 2019 – “Help New Mexico Become a Leader in Child Well-Being.” Opinion-Editorial. *Albuquerque Journal*. Mar 10, 2019. <https://www.abqjournal.com/1290078/help-nm-become-a-leader-in-child-wellbeing.html>
- Oct 2016 – “Leading Northern New Mexico College an Honor.” Opinion-Editorial. *Santa Fe New Mexican*. Oct 1, 2016. https://www.santafenewmexican.com/opinion/my_view/my-view-leading-northern-new-mexico-college-an-honor/article_fd279ca0-61ea-5eea-83b1-e742507cd64a.html

- Sep 2016 – “There are Many Reasons for Optimism at NNMCC.” Opinion-Editorial. *Albuquerque Journal*. Sept 30, 2016. <https://www.abqjournal.com/856654/there-are-many-reasons-for-optimism-at-nnmc.html>
- 2016 – “Four Dimensions to the Digital Debate: How Should We Think Strategically About Cyberspace and Cyberpower?” Presented at the International Studies Association and the International Security / International Safety Conferences.
- 2016 – “Dilating Pupils: The Pedagogy of Cyber Power and the Encouragement of Strategic Thought.” *Air and Space Power Journal - Africa & Francophonie*, Volume 7 Issue 3, Fall 2016. Presented at the American Political Science Association Teaching and Learning Conference, Jan 2015, and the International Studies Association (ISA) National Conference, Feb 2015. http://www.au.af.mil/au/afri/aspj/apjinternational/aspj_f/article.asp?id=185
- 2016 – “National Security Strategy: Coping with Complexity.” Keynote Address to the National Security Week Forum, Dadeville AL.
- 2016 – “Strategic Thinking and Design.” Three-day seminar. Special guest lecturer and educator to the Royal Thai Air Force’s Air War College and senior military leadership (in coordination with the US Embassy). Bangkok, Thailand.
- 2014 – “Fighting More Fires With Less Water: Conceptualizing Phase Zero Operations with Modified Operational Design.” Co-authored with Dr. Tyrone Groh. *Joint Forces Quarterly*, Issue 77, 2nd quarter 2015. <http://ndupress.ndu.edu/JFQ/JointForceQuarterly77.aspx>
- 2014 – “You Can’t Take the Human Factor Out of Warfare.” Opinion-Editorial. *US News and World Report*. Oct 17 2014. <http://www.usnews.com/opinion/articles/2014/10/17/the-ironic-moral-logic-of-drone-warfare>
- 2014 – “Cyber Strategy and its Effect on the Future of Airpower.” Presented at the Alabama Political Science Association Annual Conference. Huntingdon College, Montgomery AL.
- 2013 – “The Power of Information and its Effect on Cyber Strategy.” Presentation to the Consortium for the Advancement of Cyber Thinking and Strategy. Maxwell Air Force Base, Montgomery, AL.

- 2006 – *Integration in the Ranks: Explaining The Effects of Social Pressure and Attitudinal Change on U.S. Military Policy*. Doctoral Dissertation. Georgetown University.
- 2005 – “Interstate Competition in State K-12 Education Policy: A Race to the Top?” Georgetown University. Co-Authored with Dr. Mark Carl Rom. Presented at the Southern Political Science Association Conference.
- 2005 – “The Push-Pull Phenomenon: Projection and Political Involvement Among Presidential Campaign Donors.” Georgetown University. Poster presented at the American Political Science Association National Conference.
- 2004 – “Your Vote Counts.” – Published originally for Bolling AFB Newspaper but later published worldwide on Air Force Link website.
- 2003 – “The Cognitive Science of Deterrence and War-fighting: Towards a More Realistic Military Psychology.” Co-authored with Dr. William Casebeer. Institute for National Security Studies. Presented at the INSS Conference and the American Political Science Association National Conference.
- 1997 – Master’s thesis, “Against All Odds: The Struggle for Women’s Rights in Latin America,” Washington University in St. Louis
- 1993 - “Adding Communication to Debate,” - published both in the *National Journal of the Speech Communication Association* and the first issue of the *Western States Parliamentary Debate Association Journal*. (Presented the paper at both associations’ conventions).
- 1992 – “To Heal a Nation.” Book Review. *Airpower Journal*

Photo Credit: Shari Kessler

Authorization of Board Chair to Negotiate Contract with Presidential Candidate(s) (Action)

Adjournment