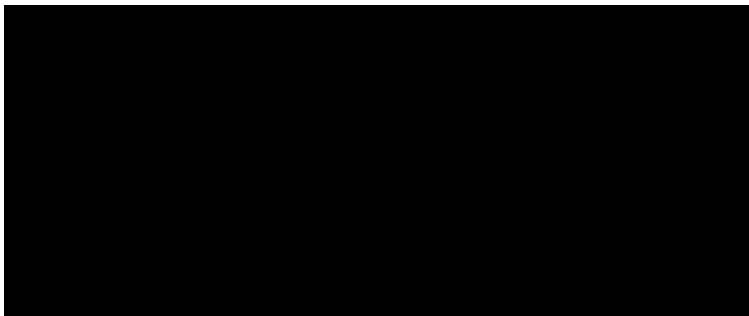


Chris Gilmer, Ph.D.



CAREER OVERVIEW AND GOALS

With 25 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 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. Prior to and concurrent with my work at Alcorn, I was Core Professor and Chair/Academic Coordinator, Department of Undergraduate Writing, at Walden University and served as an adjunct faculty member at East Central Community College and Hinds Community College. Having secured in excess of \$75 million as a grant writer, I have served as senior grant writer, departmental chair, and founding director of the Center for Faculty Development in private and public higher education settings.

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. In the private sector, I have management experience at the level of president, acting president, senior vice president, associate executive director, project director, and principal investigator.

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 termination; 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

Servant 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, 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 Professor of Humanities, tenured

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 2,900 students in academic credit-bearing classes working toward an associate or bachelor's degree and an additional 2,000 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 internal functions as well as the independently-governed, but university-staffed WVUP Foundation. We operate at three locations, our largest campus in Parkersburg, WV and a satellite campus in Ripley, WV with a downtown center in Parkersburg.

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 have posted an increase of 16 percent new students fall 2020 and maintained stable fall enrollment overall during the pandemic with an overall enrollment increase of 10 percent for summer 2020; 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 has doubled from 500 to 1,000 students 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 an intensive retention program;
- 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, from essential needs such as new roofs, a new courtyard and parking lots on our Parkersburg campus, and addressing ADA-compliance issues, to a complete redecoration of both campuses to create more of a student-friendly vibe with new furnishings, new student lounge, and hundreds of candid photos of our students

transferred to canvases lining the walls; redesign and transformation of the library into a modern learning commons ongoing;

- 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 and now being led by students for the entire community;
- 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 and our students were asked to create a statewide marketing campus for the West Virginia Community and Technical College System; 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; adding an additional level of shared governance, the Administrative Council comprised of university leaders below the level of vice president; and significantly increasing presidential contact with the Executive Team (comprised of five vice presidents); 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 will serve as the foundation for a new university-wide strategic plan to be 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 less than 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 have doubled the goal, presently developing a more ambitious campaign;
- Veterans Resource Center ranked eighth in the nation in 2020; bachelor's degree in early childhood education ranked first in the nation in 2020; five national education marketing awards won in 2020, more than any college in West Virginia; 15 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/Chief Executive Officer, 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 over 13 years has focused 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*. Two additional think tanks have been held at WVUP, 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 22 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 develop and sustain a professional learning community of educators in the high-poverty Mississippi Delta, now in its fifth 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/Center senior administrator, 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.

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; Senior 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 the Kellogg Foundation, Lumina Foundation, Hearin Foundation and others 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 junior 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

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

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, 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

"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