

VITA

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I. PERSONAL BIOGRAPHY

Marital Status: Married to Christie Charbonneau Wells, artist

Adult Children: Justine Beatrice Wells, Ph.D. student, and Christopher Charbonneau Wells, Peace Corps Volunteer, Africa

II. PROFESSIONAL HISTORY

October 2000 to Present Chancellor and Professor of Sociology. Tenured, 2000.
University of Wisconsin Oshkosh

July 1993 to September 2000 Provost and Vice President for Academic Affairs and Professor of Sociology.
Tenured, 1994.
Indiana State University

June 1988 to June 1993 Dean of the College of Arts and Sciences
West Chester University

Fall 1983 to May 1988 Chairperson, Department of Sociology and Anthropology and Associate Professor
of Sociology. Member of Graduate Faculty. Tenured, 1986.
Recommended for promotion to full professor, 1988.
University of South Alabama

Fall 1979 to Spring 1983 Assistant Professor of Sociology: Promoted and tenured for the
1983-84 academic year.
University of North Carolina at Wilmington

Fall 1972 to Spring 1975 Program Coordinator and Assistant Professor of
Sociology/Anthropology. Awarded tenure for the 1975-76 academic year.
Coker College

III. EDUCATION

Ph.D. Texas A & M University. Major: Sociology with emphasis in social theory and sociology of
education. 1975-79.

University of Kentucky. Ph.D. course work in sociology and public administration. 1970-72.

M.A. University of Arkansas. Major: Sociology. 1969-70.

B.A William Penn College. Major: Sociology. Minor: History. 1965-69.

IV. ADMINISTRATIVE EXPERIENCE

Chancellor, University of Wisconsin Oshkosh, 2000 to Present.

The Chancellor serves as the CEO of the University and reports to the President of the University of Wisconsin System governed by an eighteen member Board of Regents appointed by the Governor. The University of Wisconsin System is one of the world's very best and most highly regarded systems of higher education. The University of Wisconsin System is supported by a \$6 billion budget characterized by the nation's lowest administrative overhead. The universities that comprise the UW System work exceptionally well together in serving 180,000 students while receiving over \$1.8 billion in federal, state, local and private gifts, grants and contracts. The Chancellor provides institutional and system leadership within Wisconsin's tradition of shared governance with faculty, academic staff, classified staff and students. Roughly 10% of a UW Chancellor's time is devoted to working as a member of the system leadership team in the development and promotion of the value of all UW System Universities.

The University of Wisconsin-Oshkosh is the State's third largest university and is the largest of the UW System's comprehensive universities. The Fall 2013 enrollment of 13,900 students includes 1300 graduate students, the largest graduate program among the eleven comprehensive universities in the UW System. The University's 75 associate, baccalaureate, masters and doctoral degree programs are organized within four Colleges – Business, Education and Human Services, Letters and Science, and Nursing. A Provost and three Vice Chancellors provide leadership for the University's four divisions: Academic Affairs, Student Affairs, Administrative Affairs, and Advancement. The academic community includes approximately 1,700 employees and has combined budgets of \$250 million. The University serves as the arts and cultural center for 1.2 million citizens of northeast Wisconsin and UWO's NCAA Division III athletic program is among the top twenty nationally. The UWO Foundation, two Chancellor's Advisory Boards, and over 80,000 alumni strongly support UWO programs.

Provost and Vice President for Academic Affairs, Indiana State University, July 1993 to September 2000.

A short profile of ISU will provide a broader context for the Provost position. The University enrolls approximately 11,000 students in more than 155 associate, baccalaureate, masters, and doctoral degree programs, and has an annual combined budget of over \$140 million. The University serves as the arts and cultural center for west central Indiana and ISU's athletic teams compete in the NCAA's Division I. The University Board of Trustees, ISU Foundation, and over 75,000 alumni strongly support ISU's programs.

The Provost is the senior vice president of the University and serves as the chief academic officer. The Provost is responsible for developing and coordinating programs and services that involve the five Vice Presidential divisions – Academic Affairs, Student Affairs, University Advancement, Administrative Affairs, and Planning and Budgets - as well as providing leadership for the development and maintenance of academic programs and services of high quality. In the absence of the University President, the Provost and Vice President for Academic Affairs exercises the authority of the President. As chief academic officer, I was responsible for the efficient and effective management of academic resources, including about 1,000 faculty and staff, a \$70,000,000 plus budget, and extensive facilities for five colleges: Arts and Sciences, Business, Education, Nursing, and Engineering Technology.

Dean, College of Arts and Sciences, West Chester University, June 1988 to July 1993.

Responsible for academic programs, budgets and over 300 faculty members organized within 14 departments and 17 programs/centers/institutes. Annual personnel and operating budgets for the College total about \$20,000,000. More than 5500 FTE students enrolled in Arts and Sciences courses each semester and over 2700 Arts and Sciences students out of 12,000 West Chester University students major in one of the 72 undergraduate or 20 masters programs.

Chairperson, Department of Sociology and Anthropology, University of South Alabama, 1983 to 1988.

Responsible for the curriculum development, \$500,000 budget, staffing and evaluation of a sixteen person department which offers B.A. degrees in sociology and anthropology, as well as a M.A. degree in sociology.

Program Coordinator for Sociology and Anthropology, Coker College, 1972-75.

Major responsibility for the curriculum development and staffing of Coker College's first academic programs in sociology and anthropology.

V. MAJOR UWO PRIORITIES AND RELATED TEAM ACCOMPLISHMENTS (2000-present) *

The accomplishments listed in this section would not have been possible without the outstanding leadership and excellent work of hundreds of internal and external University of Wisconsin Oshkosh stakeholders. Nonetheless, I help provide significant leadership and frequently “work in the trenches” with others as we establish strategic vision, values, directions, action initiatives and resources needed to meet the challenges necessary to improve our university. In sum, it is my good fortune to be working with an exemplary and accomplished team of UWO faculty, students, staff, board members, alumni, and administrators as we serve our students and the broader public.

The selected accomplishments listed below are a few “macro outcomes” achieved during the past fourteen years. We are especially proud of these accomplishments because they were achieved during one of our nation’s most troubled social, political and economic times. For example, our academic community will have addressed over \$30 million budgetary shortfalls between 2001 and 2014. Given this budgetary challenge, we could have easily become a bitter, complacent and divisive academic community. However, due to the strong character, work ethic and dedication of our community members we became an even better public educational institution. In addition, we developed and implemented strategic and operational plans, processes and actions that have and are serving us well. For example, the Governor’s 2007-09 biennial budget included \$4 million of increased base funding above cost to continue funding as well as \$97 million of facilities funding for UW Oshkosh’s role in the Wisconsin Growth Agenda. We have also developed a significant “rainy day fund” that will be of great value as we address major 2013-15 budget challenges. The detailed Governing Ideas that characterize our Strategic Plan as well as a comprehensive assessment can be found at www.uwosh.edu/strategicplan/.

By focusing our resources on identified priorities, we have been able to accomplish many remarkable feats during the past fourteen years (2000-2014), a few examples of which are listed below. Enrollment data are based upon the 2013 report.

We have larger enrollments, and we have increased the number of students of color, degrees conferred and the retention rates for our first-year students:

- Headcount enrollment has increased by 19.0% (2,218) to 13,902 students,
- FTE enrollment increased by 16.6% (1,544),
- Enrollment of students of color more than tripled from 438 to 1,476,
- Degrees conferred increased from 1,712 to 2,274, up 32.8%,
- Undergraduate adult students, aged 25-plus, increased by 500, up 36.1%, and
- Retention rates for first-year students improved from 72.2% to 75.1%.

We have secured more grants and private dollars than ever before:

- Grants increased from \$8.8 to \$11.2 million, up 27.3%,
- Foundation gifts and pledges increased from \$1.7 to \$10.0 million annually,
- Acquired funding for 93 Academic Excellence Scholarships, and
- Foundation total assets have dramatically increased from \$7.4 to \$48.0 million.

We have raised the level of academic preparedness of our first-year students:

- ACT scores increased from 22.1 to 22.5, and
- Academic Excellence and National Merit scholars increased from 44 to 105, up 139%.

We have added tenure-track faculty positions and expanded support programs.

- Received \$3.8 million in 2007-09 Growth Agenda ongoing funding primarily to support 27 new tenure track positions, and
- New Student Compact provides \$1,000,000 annually through differential tuition to enhance and integrate student academic support services.

We have added many new academic majors, increased baccalaureate degree completion programs, and transformed our general education program.

- New majors in Theatre Arts, Environmental Studies, and Environmental Health,
- New Bachelor of Fire, Emergency and Response Management Degree,
- New accelerated Math and Science Teacher Education Program in collaboration with five UW Colleges,
- New collaborative Master’s Degree in Social Work with UW Green Bay

**See Appendix for experience and accomplishments prior to 2000.*

- Thirteen new Graduate Certificate Programs,
- New accelerated Bachelor's Degree Program for non-nursing graduates as well as a MBA foundations online program,
- New Global MBA program,
- Added the state's only "2 plus 2" Aeronautics Bachelor's Degree Program,
- State's first Bachelor of Applied Studies Degree for technical college graduates,
- Implemented the University's first doctoral program, a DNP degree,
- New Insurance Program,
- Three new collaborative Baccalaureate Engineering Technology majors: Mechanical, Electrical, and Environmental Engineering Technology, and
- Implemented groundbreaking University Studies Program (General Education Program).

We enhanced our facilities by completing and launching approximately \$320 million in construction projects from 2000 through 2015, blending \$160 million in state investment with \$111 million in program revenue (from residence hall fee to business service fee revenues) and more than \$45 million in donor, University-private sector partnership investment. The campus and community transformation is characterized by:

- Nine new buildings/facilities:
 - Student Recreation and Wellness Center
 - Parking Ramp
 - Sage Hall: Academic Center
 - Three Anaerobic Biodigesters
 - Horizon Village: Suite-style Residence Hall
 - Alumni Welcome and Conference Center (2014)
 - "Bubbled" Recreational Complex (2014-15)
- Four purchased and renovated buildings:
 - Campus Center for Equity and Diversity
 - Campus Facilities Center
 - Life-long Learning and Children's Center (2014)
 - Full service 176-room Convention Center Hotel
- Two new off-campus Executive Education Centers in Appleton and Green Bay
- Nine major renovations of existing buildings:
 - Halsey Science Center
 - Reeve Student Union
 - Oshkosh Sports Complex
 - Taylor Residence Hall
 - Kolf Sports Center
 - Student Success Center
 - Clow Academic Center (2014-15)
 - Reeve Student Union Addition (2014-15)
 - Fletcher Residence Hall (2014-15)

We have won national recognition for our comprehensive sustainability action plan and commitment to "Green" principles by using EPA LEED building design standards, by decreasing negative environmental impacts, by conserving water and energy, by reducing pollution, and by recycling:

- Reduced emissions of coal/natural gas boilers by constructing a \$2.8 million heat plant stack,
- Recipient of 2003 EPA Leadership Award—one of the first 11 ever presented to a university,
- Recipient of 2004 National Wildlife Federation Award, the 2005 Energy Star Award, and the 2006 Wisconsin Clean Air Award,
- Became the nation's first Fair Trade University (2008),
- Constructed nation's first dry fermentation anaerobic biodigester and two "wet" biodigesters,
- Ranked 14th in the nation by *Sierra Magazine* and featured as one of 21 colleges in the *Princeton Review's Guide to Green Colleges*,
- The 25th institution in North America and the first in Wisconsin to earn the Association for the Advancement of Sustainability in Higher Education's (AASHE's) Sustainability Tracking, Assessment, and Rating System (STARS) "Gold" rating, and
- Received the Solid Waste Association of North America's 2011 Silver Waste-to-Energy Excellence Award for our dry fermentation anaerobic Biodigester facility.

We are recognized as a national model for developing and highlighting exemplary campus-wide liberal education programs and redesigning a groundbreaking, high-quality general education experience:

- Adopted a set of student-learning outcomes in May 2008 based upon the Essential Learning Outcomes of the Association of American Colleges and Universities (AAC&U), developed definitions and performance indicators for each,
- Featured online by the American Council on Education's (ACE) Solutions for Our Future,
- Lauded by AAC&U for linking Liberal Education and America's Promise initiative to the ACE's Solutions for our Future, and
- Chosen by AAC&U as one of five campuses across the nation to be profiled in a spring 2013 publication for our collaborative work to innovate and redesign general education into the "University Studies Program" (USP). UW Oshkosh's USP is also featured in a forthcoming book chapter.

We have been lauded for how we manage and partner with all types of individuals and organizations to better serve our communities, state, and nation

- UW Oshkosh founded NEW ERA (*Northwest Wisconsin Educational Resource Alliance*), a consortium of executive leaders of Northwest Wisconsin's 13 public colleges and universities serving 1.2 million Wisconsin residents. (See www.neweraonline.org for details.)
- NEW ERA is a founding member of the *New North*, a consortium of collaborative organizations of Chambers of Commerce, workforce development boards, economic development professionals, educational leaders and CEO's of major corporations. (See www.thenewnorth.com for details.), and
- UW Oshkosh has been in the forefront of collaborative national initiatives such as ACE's *Solutions for Our Future* campaign, AAC&U's *College Portrait*, several national sustainability initiatives, and AAC&U's *Liberal Education and America's Promise* projects.

We are especially proud of the accomplishments of our faculty and students:

- UW Oshkosh has won more Regents' Teaching Excellence Awards than any other UW institution. Six individual faculty members and three departments have received this very prestigious award,
- UW Oshkosh has had the most successful Model United Nations Program in the nation for two decades running,
- Since 1999, the College of Nursing graduate students' pass rate on the American Nurses Credentialing Center-Family Nurse Practitioner Exam has been 99 percent,
- Senior business majors at UW Oshkosh taking the ETS business knowledge assessment test ranked in the top 5 percent nationwide, while MBA graduates also ranked in the top 5 percent of the national MBA student assessment exam,
- UW Oshkosh students who took the CPA exam placed the university in the top 10 schools nationally
- The Advance-Titan has won the top national award for student newspapers five times,
- Since 1990, more than 200 UW Oshkosh graduates have gone on to be awarded the Herb Kohl Teacher of the Year Award,
- The best graduate programs in the nation covet the College of Letters and Science graduates,
- UW Oshkosh has won 44 national championships, including 27 NCAA Division III competitions, and
- The 2012-2013 graduating class with 2,274 graduates, was the seventh consecutive record breaking graduating class in the history of UW Oshkosh, up from 1,712 graduates in 2000.

VI. OTHER PROFESSIONAL EXPERIENCE AND COMMUNITY SERVICE (2000-2010)

UW System President's Chancellors Council, Board of Regents "Charting a New Course Committee," UW System Integrated Planning Committee, UW System Inclusivity Steering Committee (Co-Chair), WIAAC Chancellors' Council (Chair).

Member of: Northeast Wisconsin Educational Resource Alliance (Founding Chair and member of 13 Higher Educational Institution CEO Council), Northeast Wisconsin Coalition on the Regional Economy (NEW CORE), *New North*, American Association of State Colleges and Universities (AAC&U) Committee on Economic and Workforce Development (Chair), National VSA Board and Student Engagement Task Force (Chair), NCAA National President's Council, United Way Board, CHAMCO Industrial Development Board, Oshkosh Chamber of Commerce Board, Visitors and Convention Bureau Board, City of Oshkosh Ten Year Comprehensive Planning Steering Committee, Wisconsin Higher Education Business Roundtable, Affinity Health System Board, Wisconsin State Compact Board, 2010 Wisconsin Economic Summit Series Steering Committee, American Association of State Colleges and Universities Executive Committee and Board, Association of American Colleges and Universities Board, and the American Council of Education Board.

VII. CONTRIBUTIONS TO TEACHING

A. Undergraduate Courses Taught

Applied Sociology	People and Organizations (Multi-Media Course)
Introduction to Sociology	Sociology of Sport (Team Taught)
Social Theory	Socio-Political Aspects of Power (Team Taught)
Ethnic Groups	Contemporary Black History (Team Taught)
Sociology of Education	Complex Organizations
Social Research	Collective Behavior
Deviant Behavior	Sex Roles
Social Stratification	Social Change
Social Problems	The Sociology of Hunger
Human Ecology	

B. Graduate Courses Taught

Seminars in Contemporary Sociological Theory
Seminars in Applied Sociology

C. Chair and/or member of numerous M.A. Thesis and Comprehensive Exam Committees

VIII. PUBLICATIONS AND REPORTS

A. BOOK(S), EDITED VOLUME(S), AND BOOK CHAPTER(S)

Wells, Richard H. and J. Steven Picou

1987 "Interscholastic Athletics and Socialization for Educational Achievement." Reprinted in *Sport Sociology: Contemporary Themes*, 3rd edition edited by Andrew Yiannakis, et. al. and published by Kendall/Hunt, pages 137-142.

Wells, Richard H. and Earl R. Babbie (editors)

1983 "Hunger: Sociological Perspectives." A special issue of *Humanity and Society* 7(4): 338-429.

Wells, Richard H. and J. Steven Picou

1981 **American Sociology: Theoretical and Methodological Structure.** Washington, DC: University Press of America. Eight-chapter book (192 pages) with a Foreword by Professor Jerry Gaston. Reviews of this book can be found in such journals as *Choice*, *Rural Sociology* (Vol. 48, no. 1:177-178), *Social Forces* (Vol. 62, No. 1:293-294), and the *British Journal Of Sociology* (Vol. 34, 4:608-618).

B. OTHER REFEREED PUBLICATIONS

Picou, J. Steven, Evans Curry and Richard H. Wells

1990 "Partial Paradigm Shifts in the Social Sciences: Twenty Years of Research in Rural Sociology." *Rural Sociology*, 55(1): 101-111.

Willis, Cecil L. and Richard H. Wells

1988 "The Police and Child Abuse: An Analysis of Police Decisions to Report Illegal Behavior." *Criminology* 28(4): 695-716.

Willis, Cecil L., Richard H. Wells and J. Steven Picou

1986 "'Gatekeepers' " Response: A Rejoinder." *Sociological Spectrum*, 6(2): 221-223.

Willis, Cecil L., Richard H. Wells and J. Steven Picou

1985 "The Pricking of a Sacred Cow." *Sociological Spectrum*, 5(4): 381-395.

Wells, Richard H.

1984 "Starvation: A Sociological Analysis." pp. 217-225 in *Peace and World Order Studies* (4th Edition) edited by Barbara J. Wien. One hundred course syllabi (and related course materials) were selected for publication from over 12,000 syllabus submissions.

Lemke, James, David Shevach and Richard H. Wells

1984 "The Positivism - Humanism Debate: A Comment." *Sociological Inquiry* 54 (1): 91-97.

Wells, Richard H., Robert Miller and Kemp DeVille

1983 "Hunger as a Global Social Phenomenon: A Case of Sociological Neglect." *Humanity and Society* 7 (4): 338-372.

Wells, Richard H. and J. Steven Picou

1982 "The Becoming Place: A Study of Educational Change in a Small College." *Research in Higher Education* 17(1): pp. 15-31.

Wells, Richard H. and J. Steven Picou

1980 "Interscholastic Athletics and Socialization for Educational Achievement." *Journal of Sports Behavior* 3(3): pp. 119-128.

Picou, J. Steven, Richard H. Wells and Alfred Miranne

1980 "Marijuana Use, Occupational Success Values and Materialistic Orientations of University Students: A Research Note." *Adolescence*, 24 (Fall): pp. 529-534.

Picou, J. Steven, Richard H. Wells and Kenneth Nyberg

1978 "Paradigms, Theories and Methods in Rural Sociology." *Rural Sociology* 43(4): pp. 559-583.

Picou, J. Steven, Richard H. Wells and Kenneth Nyberg

1978 "Reply to Bealer: the Skeptic as Ritualist." *Rural Sociology*, 43(4): pp. 596-609.

Picou, J. Steven, Arthur Cosby, Evans Curry and Richard H. Wells

1977 "Race and the Formation of Academic Self-Concept: A Causal Analysis." *Southern Journal of Education Research*, Vol. II, No. 2, pp. 57-70.

C. PUBLISHED ESSAYS

Picou, J. Steven and Richard H. Wells

1987 "Rewrite the Book on College Sports." Invited essay for the *Houston Chronicle* (March 22, 6:5). Reprinted in NCAA News and several other newspapers. Section

Willis, Cecil L., Richard H. Wells and J. Steven Picou

1985 "The Pricking of a Sacred Cow." *Footnotes*, 13 (8): 7.

Wells, Richard H.

1982 "Recession and Welfare Cutbacks Causing Crisis for Local People." Invited essay for the *Wilmington Star-News* (Section D:3).

Wells, Richard H.

1981 "Sociology for Every Person." *The Humanist Sociologist*, 6(2), pp. 9-17.

Wells, Richard H

1980 "Reverse Discrimination: Real or Imagined?" *The Humanist Sociologist*, 5(12) pp. 11-12. Reprinted in the *Wilmington Star-News* (February 17, Section D:3).

Wells, Richard H.

1979 "How Green is the Ivory Tower?" invited essay for the *Wilmington Star-News* (November 30, Section B:12).

D. PROCEEDINGS PUBLICATION(S)

Picou, J. Steven and Richard H. Wells

1976 Social Theory and Youth Aspiration Research: Some Critical Comments." V.P. Steelman (ed.) (Proceedings, *Rural Sociology Section, SAAS Meetings*).

E. FINAL REPORTS

Willis, Cecil and Richard H. Wells

1984 *Labeling Theory and Child Abuse Reporting Among Five Professional Groups: The Interface of Theory and Practice*. Filed with the North Carolina Department of Social Services: 44 pages.

Wells, Richard H. and Cecil L. Willis

1983 *Factors Related to the United Way Cash Contribution Decisions of Cape Fear Area Residents*. Published by the Cape Fear Area United Way: 36 pages.

Wells, Richard H. and Cecil L. Willis

1982 *Perception of Community Human Service Needs*. Published by the Cape Fear Area United Way: 156 pages.

IX. CONFERENCE PAPERS/PRESENTATIONS

Provided a total of twenty-two presentations during the national or regional meetings of the *American Sociological Association, Society for the Study of Social Problems, Association for Humanist Sociology, Rural Sociological Society, Southern Sociological Society, Pacific Sociological Association, Southwestern Social Science Association, Mid-south Sociological Association*, and the *North Central Sociological Association*. (Detailed listing provided upon request.)

X. EDITORSHIPS AND REVIEWER ROLES

Served as editor, co-editor, associate editor, review board member, and manuscript reviewer for professional journals, as well as grant reviewer for professional organizations. (Detailed listing provided upon request)

XI. PROFESSIONAL ACTIVITY: LECTURESHIPS, SERVICE TO PROFESSIONAL SOCIETIES, AND CONSULTING

Served as organizer, chair, and/or discussant for more than twenty conference sessions of major international, national, and regional associations of sociologists. Also served in the following roles: national program chair, member of national association's Board of Directors, and member of five national program committees. (Detailed listing upon request.)

XII. RESEARCH GRANTS AND CONTRACTS

Detailed listing of research grants and contracts provided upon request.

XIII. REFERENCES

Provided upon request.

APPENDIX: EXPERIENCE AND ACCOMPLISHMENTS PRIOR TO 2000

I. MAJOR ISU PRIORITIES AND RELATED TEAM ACCOMPLISHMENTS (1993-2000)

It is very important to note that none of the team accomplishments listed below would have been possible without the outstanding leadership of President John Moore and the excellent work of many people. Nonetheless, I provide significant leadership and frequently work “in the trenches” with others as we establish goals, objectives, policies, procedures, programs, and funding to meet the challenges facing Indiana State University. In sum, it was my good fortune to work with an outstanding President and team of ISU colleagues as we set priorities and enjoyed many accomplishments such as those listed below.

A. PERSONNEL ADMINISTRATION AND PERSONNEL DEVELOPMENT

- Completed 158 successful tenure-track faculty searches, 130 academic affairs professional staff searches and 16 major administrative searches. Women filled 46.7% of these 304 positions and members of ethnic/racial minorities filled 16.8% of these position openings. With respect to the faculty positions, women comprised 45.6% of the 158 positions and members of ethnic/racial minority groups filled 19.6% of the faculty appointments. As for the 16 major academic affairs administrative searches, 31.3% and 18.8% of the individuals appointed are women and/or members of ethnic/racial minority groups respectively.
- Developed and implemented a very systematic salary equity review process that resulted in over \$1,000,000 of base-salary adjustments ranging from \$500 to \$9,000 awarded to about 60% of the faculty to address all documented cases of race, ethnic minority, gender and/or compaction salary inequities.
- Developed and implemented a very systematic analysis of the administrative and professional staff salary structure that resulted in a position classification and position title system as well as awarded \$500,000 of based salary adjustments ranging from \$500 to \$9,897 to about 45% of the administrative/professional staff to address all documented cases of race, ethnic minority, gender and/or compaction salary inequities
- Developed and implemented a “multi-year 360 degree evaluation system” for the performance of President, Provost, vice presidents and deans.
- Worked with President, Deans Council, Faculty Senate, departmental chairpersons and departmental faculty representatives to develop a performance-based evaluation and compensation system for faculty that was implemented during the spring 1996 semester in order to make performance-based 1996-97 salary adjustments.
- Worked with President, vice presidents, deans and other administrative and professional staff representatives to develop a performance-based evaluation and compensation system for administrators and professional staff that were implemented during the spring of 1996 in order to make performance-based 1996-97 salary adjustments.

B. MAJOR ACADEMIC AFFAIRS ADMINISTRATIVE REORGANIZATIONS

- Developed ISU’s first Office of the Provost and Vice President for Academic Affairs.
- Merged Libraries, Computing, and Telecommunications so as to form an Information Services Unit headed by an Associate Vice President for Information Services and Dean of Library Services.
- Completed the implementation of the new Student Academic Services Center by providing additional resources and helping to obtain Deans Council and Faculty Senate support and input for Center’s new policies and procedures.
- Implemented a new Enrollment Services division composed of the Offices of the Registrar, Admissions, and Student Financial Aid headed by an Associate Vice President for Enrollment Services.
- Assisted in the development and implementation of the internal reorganization of the “old” School of Health, Physical Education and Recreation to the new School of Health and Human Performance, as well as help implement significant internal reorganizations of the School of Business, School of Education, School of Nursing, and the Continuing Education and Instructional Services division.
- Used task forces to conduct major reviews of how graduate education and research were structured at ISU and then implemented a reorganization plan characterized by a new Office of Sponsored Programs.
- Used a task force to conduct a major review of how “international affairs” was structured at ISU and then implemented a reorganization plan characterized by a new Center for International Affairs.

C. STRATEGIC PLANNING AND ACADEMIC PROGRAM DEVELOPMENT

- Helped “finalize,” write, promote and implement ISU’s 1993-94 Strategic Plan for the 21st Century. Chaired the Mission and Strategic Issues Committee charged to lead the review and revision of the 1993-94 plan, as well as complete ISU’s 10-year North Central Association institutional experimental self-study with a focus on revision of the ISU Strategic Plan. New Strategic Plan issued in January of 2000 and NCA accreditation team visits in February of 2000.
- Member of the NCAA Athletics Certification Self-Study Steering Committee charged to complete a self-study of ISU’s Division I athletic program. NCAA Peer Review Team visited in spring of 1999 and gave ISU an excellent rating.
- An Academic Affairs Student Outcomes Assessment Plan has been filed with the NCA and has been implemented and noted by NCA as a model plan. An Enrollment Management Plan, Information Services Plan, and Academic Advisement Plan have been developed and implemented. An updated Academic Master Plan (Educational Services Plan) has been completed and filed with the Indiana Commission for Higher Education.
- New Academic Programs: Ph.D. in Technology Management (first in Nation), Ph.D. specializations in Higher Education and School Leadership, M.S. for Family Nurse Practitioners, M.A./M.S. in Recreation and Sport Management, B.A./B.S. in Managerial Communication, B.S. in Quality and Decision Systems, B.S. in Instrumental and Control Technology, and B.S. in Biomedical Electronics Technology.
- New Degree Program Articulations and Partnerships: B.A./M.D. Program with Indiana University School of Medicine, new Ph.D. in Technology Management is offered by a consortium of nine universities with ISU as the “hub” institution, eight baccalaureate degree completion programs (business administration, electronics technology, general industrial technology, general industrial supervision, community health, industrial automotive technology, mechanical technology, and vocational trade-industrial-technical education) have been approved for statewide delivery via mediated instruction to 22 Ivy Tech State College and four Vincennes University campuses, dozens of ISU baccalaureate programs are now or are being fully articulated with the state’s two-year institutions, criminology courses and academic programs are offered on site and via mediated instructional techniques to Indiana Department of Corrections personnel, and ISU serves as broker and the fiscal agent for all public Indiana higher educational institutions offering courses/program at the Southeast and South Central Indiana Learning Centers.

D. ENHANCEMENT OF UNDERGRADUATE AND GRADUATE EDUCATION

- Appointed a committee in spring of 1994 to study the first-year student experience. Many of the First Year Student Experience committee’s recommendations, including priority scheduling for first-year students and peer supplemental instruction, have been implemented. The New Student Advisement and Registration Program and Orientation Programs have been revised so as to include a better integration of academic and social programs. Due to the awarding of a \$2,000,000 Lilly Foundation Grant, other programs such as Residential Hall Learning Communities, Peer Leaders, General Education in Action, First-Year Interest Groups, and the first-Year Course have been significantly enhanced.
- Established a small grant program to support undergraduate research and/or creative projects. A \$10,000 annual internal grant fund to support graduate students research has been established.
- The Center for Teaching and Learning opened in spring of 1995. A Faculty Computing Resource Center has been formed and a Course Transformation Academy has been established.

E. ENHANCEMENT OF INTERDISCIPLINARY, MULTICULTURAL, AND INTERNATIONAL PROGRAMS

- Commissioned, helped design and funded major campus climate study for African American and international members of the ISU community.
- Provided significant internal funding for the diversity and democracy pedagogy and curriculum infusion projects.
- Improved support for faculty exchange programs with international universities and established several Provost scholarship stipends for ISU students' study abroad.
- Supported close to sixty visiting scholars for a new Provost and Deans Minority Scholars Speakers Program established four years ago.

- Funded numerous initiatives to recruit minority graduate students and enhance their satisfaction with ISU. Consequently, the School of Graduate Studies has increased the number of minority graduate students.
- Reorganized the Mentoring Assistance for Prospective Scholars Program wherein about 100 minority students are assigned mentors, as well as paid for time spent with mentors for participation in the program.

F. ENROLLMENT PLANNING AND MANAGEMENT

- Appointed a University-wide Enrollment Planning Team in February of 1994 and charged the team to develop a university enrollment planning and management process. The EPT has filed a Strategic Enrollment Plan including a listing of key enrollment performance indicators.
- Played a major role in the development of the funding, design and implementation of ISU's first full-cost Presidential Scholars program wherein currently 60 outstanding students have full academic scholarships. The overall scholarship program has been significantly revised and provided with a much-enhanced budget, so as to more fully integrate the program with ISU's new recruitment program.
- Created articulation agreements for more courses and programs in order to facilitate the transfer of IVTC and other junior college students to the ISU campus.
- Established the Partnership for Academic Survival and Success (PASS) Program, which is designed to provide academic counseling, support, referrals, and monitoring for enrolled college students on probation or otherwise considered to be at-risk.

G. RESOURCE MANAGEMENT AND DEVELOPMENT

- Clearly communicated to ALL Academic Affairs administrators that the past practice of "taking care of year-end deficits" has been discontinued and all budgets must be analyzed, developed, planned and implemented so that the University, Academic Affairs and unit strategic priorities are accomplished and unit functions achieved without Academic Affairs ever "going in the red."
- Graduate stipends and graduate fee remit budgets were running up to \$700,000 in the red. Policies and procedures related to the allocations and awards processes were carefully assessed and changed and new accounting and budget controls were designed and implemented. Consequently, through the above and better budget planning and reallocation, this budget is now under control.
- In order to help support the work of faculty applying for external grants, we allocated \$125,000 of one-time funding to the deans. An additional \$150,000 has been awarded to provide summer stipends, funding for graduate students, and funding for reassigned time for preparation and submission of grants. Another \$100,000 has been budgeted to continue this program. An additional \$24,000 has been allocated to the Graduate Dean and the Office of Research to support faculty travel needed to strengthen faculty grant proposal success. Added personnel, state-of-the-art equipment, better space and increased supplies and travel budget for the Office of Sponsored Programs.

II. OTHER PROFESSIONAL EXPERIENCE AND COMMUNITY SERVICE (Prior to 2000)

Member of Indiana State University's President's Executive Staff, Board of Trustees (ex-officio), President's Planning and Resources Committee (co-chair), NCA Institutional Self-Study Steering Committee, Mission and Strategic Issues Committee (chair), NCAA Athletic Certification Self-Study Steering Committee, Vice Presidents' Group (co-chair), Faculty Senate Executive Committee and all other standing Senate Committees (ex-officio), Deans Council (chair), Power Plant Planning Committee (chair), Advancement Coordinating Committee, and Indiana University School of Medicine's Terre Haute Center for Medical Education Advisory Committee.

Member of West Chester University's President's Council, Deans Council, University Strategic Planning Committee, Affirmative Action Planning Committee, Commission on the Status of Women, Middle States Program Review Steering Committee, Science Center Building Expansion and Renovation Committee (chair), Fine and Performing Arts Building Planning Committee, Task Force on Graduate Education, Athletic Coaches Standing Search Committee, Athletic Advisory Council, President's Task Force to Decentralize Control/Responsibility of the Personnel Budget, and several ad hoc committees, President's designee for evaluation of West Chester University's Japan campus, and member of Governor

William Casey's Educational Delegation to the People Republic of China.

Member of Middle States Association of Colleges' and Schools' Evaluation Team for a comprehensive northeastern university (spring 1991). Degree Program Consultant for New Jersey Department of Higher Education (1991 to 1993). Attended Commission on Higher Education Evaluation Workshop, September 26, 1990. Attended three days of workshops presented by Council of College and Arts and Sciences, November 1988, 89, 90 and 91.

Member (1990-91) of Weston Institute's Academic and Research Board of Directors. The Institute is a consortium of major universities, corporations, and governmental organizations working on collaborative graduate degree programs and research projects in environmental studies.

WCU Coordinator (1989 to 1993), Legislative Office of Research Liaison. LORL provides information and analysis to the Pennsylvania General Assembly on a wide variety of issues spanning the life, physical and social sciences.

Chair (1984-85) and member (1983-85) of the USA Arts and Sciences Research Committee. Responsible for the evaluation of 66 Arts and Sciences research proposals to help determine the funding priority for a \$1,000,000 intramural research program. Also member (1983-87) of University-wide Research Committee.

Member of Juvenile Delinquency Task Force, Mobile, Alabama.

President (1986) of the Mobile County Urban League Board of Directors; a 75 year old national human service organization with 113 local affiliates committed to the achievement of parity for blacks, other minorities and the economically disadvantaged and member of the Citizen's Advisory Council of the State of Alabama's Department of Prisons and Security.

Chair (1992-93) of the Search Committee for WCU Director of Athletics, Chair (1986-87) of the Search Committee for a Chair of the USA Chemistry Department and Chair (1985-86) of the USA Search Committee for an Associate Dean of Arts and Sciences. Member (1990-91) of Search Committee for WCU Dean of Graduate Studies and Sponsored Research. Served as recruitment committee member and/or chair for over twenty additional searches.

National Program Chair, Association for Humanist Sociology 1984-85: Responsible for the development of a program that included 200 academic presentations from professors throughout the United States.

Chairperson, Academic Policies/Curriculum Committee, Coker College, 1973-74.

Member of University Teacher Education Council (1980-82), University of North Carolina, Wilmington.

Contributed over 500 hours of consultant time to the Cape Fear Area United Way. This donation of time, along with several other major contributions resulted in the funding of much needed studies of human service needs in the Wilmington, NC area (1980-82).