



October 28, 2020

TO: THE DISTRICT BOARD OF TRUSTEES
OF VALENCIA COLLEGE

FROM: SANFORD C. SHUGART
President

RE: APPROVAL OF PRESIDENTIAL SEARCH UNRANKED SLATE OF
SEMI-FINALIST CANDIDATES FOR THE POSITION OF PRESIDENT, VALENCIA
COLLEGE

The District Board of Trustees is leading the College's presidential search process through the work of its Presidential Search Committee, appointed for this task and charged with developing and implementing a discernment process that reflects the Board's commitment to a transparent, open and collaborative search. The Board instructed the Presidential Search Committee to follow this process and recommend an unranked slate of semi-finalist presidential candidates for Board consideration and approval.

The members of the Presidential Search Committee have reviewed carefully the 57 applications received for the position of Valencia College's fifth president. The Committee removed from consideration all candidates who did not meet the minimum qualifications established by the District Board of Trustees, including an earned doctorate of philosophy or doctorate of education and 10 years of higher education senior leadership experience. Qualified candidates then were presented for conversation in two public Presidential Search Committee meetings.

The following candidates, presented in alphabetical order, are recommended to the District Board of Trustees by the Presidential Search Committee to move forward to participate in the semi-finalist stage of the Presidential Search process:

Shah Ardalan, EdD
Donald Green, EdD
Charles Lepper, PhD
Margo Martin, EdD
Lee Ann Nutt, EdD
Kathleen Plinske, EdD
Anton Reece, PhD

The letters of interest and curriculum vitae for each candidate are attached to this transmittal.

RECOMMENDED ACTION: The Vice President for Organizational Development and Human Resources presents for consideration and approval by the District Board of Trustees of Valencia College

a slate of semi-finalist candidates for the position of President, Valencia College, as recommended by the Presidential Search Committee.

A handwritten signature in blue ink that reads "Amy Bosley". The signature is written in a cursive style with a period at the end.

Vice President, Organizational Development and Human Resources

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Shah S. Ardalan

President

Lone Star College-University Park

October 22, 2010

Dear Search Committee Members,

It is with humility and enthusiasm that I offer my 30 years of experience and expertise to partner with the Board, faculty, staff, administrators, and students to serve as the next president of Valencia College. Together, we will take Valencia's exemplary track record of supporting and partnering with the community to the next level of prominence in the country. Not to win more awards, but because of who we are and what we can achieve when we are relevant, inspired, believe in and work with each other, celebrate our diversity, and include equity in our mission. Valencia has been, is, and will always be unique. This uniqueness applies to employees, students, and the industries we serve as well. We will value, respect, and serve each one appropriately and holistically. Valencia will not design anything for the average because designing for average is designing it for no one. Using data analytics and artificial intelligence, we can do much better than that.

I came to the United States as an international student over 35 years ago. I spoke four languages, but English was not one of them. My request to work as a part-time dishwasher in the school's cafeteria was turned down. Through determination, making friends, and helping others along the way, I eventually started at an even lower level (pot washer). I was, and am grateful. In about 13 weeks, I was managing that section and passed the required English competency test so I could start taking college-level classes. All of this to say, food and shelter insecurity, affordability, and all the other challenges facing the majority of our students, I didn't hear about it at a conference. I have lived it. This is why I have been a relentless leader in helping students and employees reaching their dreams. ***For me, it is not a job or even a career; it is personal!***

I am grateful that I have had the pleasure of working and consistently thriving at excellent universities and premier community colleges, as well as global corporations. I have the privilege of serving as a highly successful college president at one of the largest and most celebrated college systems in the country. Lone Star College System (LSC) consists of seven colleges serving about 100,000 students with an annual economic impact of nearly \$3 billion. This year, LSC was named *Great Colleges to Work For* by the Chronicle of Higher Education for the fourth consecutive year.

I have reviewed the Presidential Profile and am very confident that I meet all the qualifications, possess the characteristics, and have the desired experience and expertise needed to address the challenges and opportunities. Out of respect for your time, I will limit this letter to five pages and mostly focus on the opportunities and challenges. My curriculum vitae is attached, and I look forward to providing additional details when we meet.

Most immediately, the new president will be charged with navigating the College through the global pandemic, nourishing the emerging work in equity-minded practices and commitment to racial justice and adding new members to a high performing senior leadership team.

Under my leadership, Valencia College can and will get through this pandemic and will emerge stronger and bolder than ever. This can and will happen because Valencia is uniquely poised to be a true national leader in equity, inclusion, and diversity. It will not be easy and cannot be done by ordinary leaders. Valencia should already have a pipeline of diverse leaders. Based on my track record, I do know how to inspire and empower them to innovate.

I use emotional intelligence and two proven principles in my leadership. First, leadership is about followership. My teams feel respected and follow me because they are inspired, trust me, and want to, not because of my position or title. Second, it is not about how many followers leaders have but how many other leaders they create. I have inspired and coached many of my team members to become college presidents and executives throughout the country. Most of them are minorities, and all of them highly successful.

Unfortunately, like other disasters, the current pandemic has impacted the most fragile businesses and the socioeconomically disadvantaged individuals very disproportionately. Those are exactly what community colleges are created to serve, and we cannot wait for others to help them, but we cannot do it alone. This pandemic also forced leaders to show their capabilities and style. I lead by building relationships. I build relationships based on professional integrity, mutual respect, and trust. This is how and why I have been effective with trustees, executives, faculty, staff, students, as well as community members, industry and educational partners, and legislators.

Longer term opportunities and challenges present the next president with the challenge to be bold, creative and innovative as we design a newly emerging world of education and work.

I agree that leading Valencia into the next decade is not for the faint of heart or an ordinary president. I have been recognized as one of the most innovative presidents in the country and have many firsts to my name and my college. Our students competed with all students in the country and won first place in innovation, our faculty are recognized for innovation nationally, our college has won countless awards for innovation, and we are the first college to introduce and apply Open Innovation in creating an impactful partnership between industry, government, and the community at large. For me, innovation is not another initiative; it is the way we approach everything.

I would like to add that I enjoy and place a high priority on communication. In addition to all my external and community work, I have regular meetings with Cabinet and executive team, a monthly roundtable with faculty only (FT and adjuncts), monthly roundtables with staff, monthly online open forums for all FT and PT employees (not due to the pandemic, I have been doing this for the past 5 years), twice a semester meetings with all faculty and staff, twice a semester meetings with students (organized by Student Government Association president), and 12 small

(12 max) open discussion per semester for faculty to sign up and attend. People share ideas, opportunities, and issues with me because they know I am an active listener and will follow up. My faculty, staff, students, and community members realized I have an open-door policy and do answer my emails, texts, and calls the same day or night (24x7x365).

1. Reimagining higher education in the emerging new, post-pandemic world while maintaining the best elements of Valencia's organizational culture

Valencia will not be reimagined by an email from the president. In fact, Valencia will not accomplish anything because of an email from the president. I will lead by example and inspire the most valuable elements of Valencia, which are its faculty, staff, administrators, AND students, as well as community and industry partners. I have done it in different stages of my career in very complex organizations and large higher education settings. Strategies or culture alone will not get us there. Innovation requires a structure to thrive. I know how to build it uniquely for Valencia!

2. Balancing Valencia's commitment to affordability and an open-access educational experience with the realities of revenue, tuition, state funding and other fiscal challenges

Under the leadership of the Board, it will be my responsibility to ensure we stay true to our mission of open and affordable access to quality education and training. If we don't keep our commitment to the community and don't show value to our industry, we cannot expect their support. Individuals, organizations, legislators, and investors expect a measurable ROI and will fund what they value. I have been very successful in promoting the value of education and workforce development effectively and have raised millions to support our cause. The community has shown their support by approving our bonds even during economic recessions because they know who we are and see what we do. State and other cuts have not been faced with complaints and controversy. We are grateful for what we get and have strategized to make sure we show value by ensuring the quality of our education and training and by staying relevant and taking care of our employees. Our transparent financial model has been presented and shared nationally.

From Cabinet members in Washington to Congressman, State Representatives, Commissioners, Judges, Sheriffs, Mayors, and constables, to business owners, corporate CEOs, and community activists have been and involved and came to support each time I asked. I believe they didn't come because of my title but because they believed my compassion when I bragged about our faculty and staff changing lives every day. If they believe in what we believe, we will succeed!

3. Leading courageous conversation and action to create an equitable organization

I am very action and, most importantly, results-oriented. Everybody who has ever worked with me knows, I reward action and value results. What most leaders don't realize is that when we promote or, in my case, expect innovation, we must show tolerance for calculated risks. If we punish people for failing, nobody would even try to innovate. I have always funded every innovative idea by any employee. Always! If it works, we thank them, the funding will continue, and we will scale. If not,

we will also thank them and engage others to see how to make it work. These are fun but important conversations. We have a chief strategist for innovation and a Think Tank group that is formed by a competitive application process. Despite all budget challenges, we always fund for innovation.

On the other hand, I had to use emotional intelligence and have courageous conversations constantly to lead the fastest and largest implement of an advanced and complex Student, HR, Finance, and Administration enterprise software system in the history of the USA. On time and on budget. To do it, I built the team and inspired them. It is widely known that changing enterprise technology solutions is normally the most complex and challenging projects for any institution or organization. Building one to serve 100,000 students and employees required exceptional structure and many hard decisions. The team and the college were inspired and empowered to make history, and they succeeded. Much had to happen, but one thing was not negotiable: an individual's dignity. In addition to my years of experience, I strongly believe in lifelong learning and have been learning much about dealing with people, including two certificates from Harvard University.

4. Stewarding the organization's efforts to reduce environmental impacts and deepen the partnership with our community for a sustainable future

As educators and modern engines of prosperity, opening the minds and hearts of the current and future generations to be responsible global citizens is our job. This is true for diversity and also applies to environmental impacts and sustainability. We have our faculty and students leading and participating in community efforts.

Our faculty, staff, and students help clean up the community area's rivers, lakes, bays, and bayous. Another initiative, called ecoUP, is an alliance of students, faculty, staff, and citizens who pledge to combat climate change by practicing sustainable solutions that preserve and protect our planet.

My leadership and involvement in environmentally friendly initiatives started many years ago. Our story about green computing and leading the way to a greener campus were presented in national conferences like League for Innovation and EDUCAUSE about ten years ago. The team's accomplishment was published on the cover of Community College Week. I have also led and managed two major energy reduction and retrofitting projects with collaboration with Texas A&M Engineering Extension and the State of Texas.

For our facilities buildings and renovations, at the beginning of any project, we engage with our architects, designers, engineers, and contractors to ensure that they utilize sustainable and environmentally friendly materials and designs. We go beyond what is merely required to strive to make our facilities as environmentally sound and sustainable, and energy-efficient as possible.

5. *Building a cohesive and collaborative organization as the ways we work and learn fundamentally change*

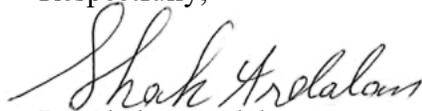
Building cohesive, collaborative, innovative, and high-performing organizations and teams are the hallmarks of my career. In fact, I don't know any other way. Nothing I have mentioned was done or achieved by one person. WE did it, and WE did it together. We started with WHY and then did it because we respected each other as individuals and professionals. We did it because we learned from each other and merged our differences into a powerful force in the right direction. We celebrate our diversity and ensure our achievements as a cohesive team. We have taken the importance and impact of culture to a new level in a very systematic and evolving manner. We started with a Culture of Innovation and then added our Culture of Evidence, and now Culture of Inquiry. This created a level of organizational maturity that is not afraid to ask questions but will exceed expectations in delivering results each and every time. Here is an example: I started with WHY and challenged my team to increase the three-year FTIC graduation rate by 300% in three years! To my knowledge, no other college has ever publicly even attempted such a bold goal in the United States. I told the team that I firmly believed that WE can do it. To make it short, they accepted the challenge and are on target to meet it on time (Fall 2021).

I believe leadership is easily noticed and measured. At my college, faculty, staff, and administrators work together to increase efficiency and effectiveness in improving student success. From collaborating in programming for a new building to starting a food pantry or unifying behind the goal of increasing (FTIC) student success by 300% in three years, this team is as inspired and committed as when everyone working for NASA committed to putting a man on the moon. Our message to students is: *You Commit. We Commit. You Succeed!*

The published Presential Profile is very comprehensive and impressive. Since I have not been looking, I don't know how it compares to others. However, two words spoke to my very being. Since these words are repeated throughout the document, I believe I am a good fit, and that's why I decided to apply. The words are: Partner and Innovation.

I am a relentless, loyal, committed, and engaged leader with authentic and straightforward leadership and communication style. I have had the absolute privilege of serving over 800,000 people in my career. I am happy and honored. However, I can do more by partnering with Valencia College.

Respectfully,


Dr. Shah S. Ardalan

Shah S. Ardalan, Ed.D.

President

Lone Star College-University Park
Houston, Texas

PROFESSIONAL SUMMARY

A transformative and inspirational leader with 30 years of progressive experience in community college, university, and global corporate leadership. A productive, collaborative, and genuine servant leader with a proven record of innovative and insightful accomplishments based on inclusion, team building, fiscal accountability, and actionable strategic planning. Recognized for relentless and passionate commitment to equity in student access and success through shared visioning and governance. A charismatic leader, privileged to have served and learned as an Instructor, Research Associate, Director of Business Development, Associate Vice President, Special Assistant to President, Vice President, Chief Information Officer (CIO), Vice Chancellor, Chief Executive Officer (CEO), and currently as a President.

EDUCATION

2017 **Doctor of Education in Community College Leadership**

John Roueche Graduate Center at National American University

Thesis: Texas Trustees' Impact on Student Graduation Rates

1989 **Master of Science in Electrical Engineering**

North Carolina A&T State University

Specialization in Systems Design and Computer Architecture – Redesigned a target motion control system for the U.S. submarines

1986 **Bachelor of Science in Physics**

University of North Carolina at Greensboro

1983 **General Engineering** (Completed 2 years and transferred to the USA)

Engineering School of Geneva, Switzerland

1981 **Certificate of Proficiency in French (2)**

University of Lausanne, Switzerland

PROFESSIONAL EXPERIENCE

Lone Star College System, Houston, TX (2008 – Present)

Lone Star College System is serving 1,400 square miles in the greater Houston area. Lone Star College System (LSCS) consists of seven (7) comprehensive colleges and 12 centers enrolling 99,000 credit and non-credit students per semester in over 170 programs of study. With an annual expenditure of over \$500 million, LSCS contributes nearly \$3 billion to its local economy per year. LSCS enrolls the largest Hispanic student population in the nation, ranked second in granting associate degrees to Hispanics, and ranked first in the nation for online student enrollment. Lone Star College System has received the “Great College to Work For” designation in 2020 and several previous years (LoneStar.edu).

2012 - Present President, Lone Star College-University Park

Established in 2012 and enrolling more than 12,500 students per semester, Lone Star College-University Park is the sixth addition to the Lone Star College System. Lone Star College-University Park’s educational ecosystem includes a modern daycare and children’s academy, a thriving charter high school, a comprehensive university, and many corporate partners in the same location. LSC-University Park has been recognized as one of the most innovative institutions of higher education in the country. (LoneStar.edu/UP)

As a member of the executive team, the president reports to the Chancellor, who reports to a nine-member locally elected Board of Trustees. As a cabinet member, presidents participate in and present at Board meetings, lead System-wide initiatives like Pathways and Performance-Based Funding, and serve on the Foundation board. President leads and is accountable for all college operations, including quality academic and student services, facilities, budget, and personnel. President oversees vice presidents and ensures effective collaborations with the System and between sister colleges. President is also responsible for fostering wide and deep relationships with the community and develop partnerships with elected officials to ensure mission alignment and expanding opportunities for economic development and prosperity.

- Relentless in staying true to the mission of student access and success, have led consecutive years of exponential enrollment growth while maintaining academic rigor, improving quality of service, and increasing student success.
- Strengthening and empowering the team through cultural evolution, structural design, and organizational maturity. The cultural transformation started by building on the culture of innovation, moving to a culture of evidence, and adding a culture of inquiry.
- Recognized as one of the most diverse colleges in the country and congratulated by AACC CEO.
- Regardless of any financial challenges, always investing in innovation and professional development for all full-time and part-time employees, including adjunct faculty.
- Built several award-winning partnerships with universities and Independent School Districts resulting in exponential growth in transfer and dual credit offerings and LSC-UP receiving several awards and recognitions.

- Extensive experience and unique talent in master planning, provisioning, programing, and leading the construction of state-of-the-art educational buildings and facilities. For example, the Student Learning Center includes outstanding services and a fully digital library with over 5 million electronic materials available 24x7x365. The Science and Innovation Center’s labs are better equipped and designed than most universities in the country.
- Founded and hosted Open Innovation conferences that attracted experts from the United States and abroad. It involved collaboration between government, industry, and education. Major energy, healthcare, business accelerators, research universities, NASA, and other organizations attend and present. In 2019, Houston Mayor and Rice University’s President served as keynote speakers.
- Not just promoting or supporting but committed to all aspects of equity and diversity through fostering and funding specific initiatives like Hispanic Achievement Center, Safe Zone, Puente, Student Success Initiative, Honors College, ReadUP (common read), and GradUP (graduation).
- Constantly seeking feedback and promoting a meaningful exchange of ideas through external advisory councils and internal faculty, staff, mid-management, and student groups.
- Led fundraising, major capital improvements, and constructions. The latest include the Innovation and IOT labs, first of its kind live manufacturing line, the state-of-the art Center for Science and Innovation (with a donated 3-story tall teaching geology rock wall), and a Visual and Performing Arts Center that has been funded, designed, and scheduled to open in 2022.
- Increasing efficiency and effectiveness by creating a Think Tank that involves the greatest minds from across the college who have applied and been accepted to provide ideas, foster innovation, and offer comments. All employees, except President’s Cabinet members, can apply.
- Leading by example and getting involved. For example, I visit several classes and faculty-led initiatives during each semester (by live video during the pandemic) and encourage students to persist. This has been exceptionally well received by students and faculty.
- Staying grounded and directly connected with our core mission by serving as a guest lecturer, by invitation of faculty members, and participating in the joy of teaching and learning.
- Served as an invited guest lecturer for community college leadership doctoral students to discuss current topics like Technology, Student Success, Big Data, Leadership, and Change Management.
- Supported the creation of a national talk radio show with a focus on interviews with chancellors, presidents, and business CEOs on the value of education and visionary leadership.
- Sponsored the first-ever student-led national survey and study called “The National Lone Star Report on Aligning Technology with Student Success.”
- Successful in serving on LSC Foundation Board and transforming friend-raising into fundraising opportunities for endowments, program sponsorships, scholarships, and gifts.
- Developed strong partnerships with industry, resulting in significant investments in the college and its mission. Several scholarships and endowments to include one in my honor and recognition of my community service and helping students with their financial challenges.
- Provided leadership and support to start new programs and offer new degrees and certificates that meet the needs of the industry. Examples include Mechatronics, Advanced Manufacturing, Converged Technologies, and Corrosion.
- Serving the community by hosting thousands of people and high school students on campus during events like the American Heart Association’s Heart Walk, the Chamber of Commerce’s Passport to Your Future, and Faces of Harris County.

2011 – 2012 Chief Executive Officer, Lone Star College-University Park

Funded by a successful bond referendum, an expansive 1.3 million square foot facility nestled in 71 acres (once home to Compaq Computer's World Headquarter) was acquired by Lone Star College System (LSCS) in 2009. The facility opened its doors as an education center in 2010.

In 2011, the Board of Trustees and Chancellor entrusted me to reimagine the facility's potential and transforming it into LSCS's sixth comprehensive college while ensuring its accreditation by SACS COC.

- Introduced the nation's first concept of open innovation in creating a college by inspiring and engaging faculty, staff, students, and the community in the design of a "Campus of the 21st Century" with a theme of "Invitation to Innovate."
- Developed strong and mutually beneficial partnerships with Independent School Districts, universities, industry, and the community.
- Provisioned staffing, budget, and master planning. Hired a diverse team of leaders who believed in the vision for the new college.
- Within 12 months of strategy creation and implementation, the team was recognized for innovation by Digital Center for Education, White House Office of Science and Technology, Texas State Senator Dan Patrick (now Lt. Governor), U.S. Department of Education, EDUCAUSE, and League for Innovation.
- LSC-University Park was accredited as a comprehensive college by SACS COC and proudly dedicated to the community as their "community's college" on 12/6/2012. LSC-UP enrolled about 4,600 students, and I was named its founding president.

2008 – 2011 Vice Chancellor and Chief Information Officer, LSC System

Lone Star College System has been serving the greater Houston area since 1972. Lone Star College System (LSCS) consists of seven comprehensive colleges enrolling 99,000 credit and non-credit students per semester in over 170 programs of study. Lone Star College System is recognized as one of the top degree producers and fastest growing education systems in the nation (LoneStar.edu).

Responsibilities included leadership of the system-wide IT and distance learning operations by strategic alignment with core values while reducing administrative costs. Balancing accountability with authority and operational excellence with innovation has allowed a team of IT and online professionals to lead LSCS towards becoming a premier community college system in the nation. Advanced communication and organizational change management strategies resulted in many best-in-class technologies and business transformation implementations. A complete ERP replacement, Portal rollout, total LAN and WAN architecture, enterprise AD migration, faculty innovation projects, green computing, Level 4 data center design and construction, server, storage, desktop, and network virtualizations, using cloud computing services, and outsourcing are a few of the initiatives that are measured with over 50 KPIs for up to 99.999% availability. The Office of Technology Services has set the standard in superior customer service and operational excellence for inspiring and empowering teaching and learning.

- Successfully planned and deployed advanced infrastructure technology solutions to accommodate operations, administrative, and enrolment growth from 32,000 students to over 100,000 students.

- Recruited, mentored, developed, and inspired a team of professionals ready and able to take on any challenge without losing sight of the end goal. A competent team not afraid to take calculated risks, committed to the vision, and relentless in pursuit of historic accomplishments.
- Led the on time and in budget implementation of the largest Oracle PeopleSoft ERP education footprint in the U.S. in 18 months. An all-time national record.
- Received extensive national and international recognition for leadership in technology and online.
- Enhanced faculty and administration collaboration and open communication and created an IT governance system that involved users, including students' input in all major initiatives.
- Restructured and redesigned online support and Learning Management System resulting in increased reliability and quality of service and growing online courses and degree offerings.
- Created and funded innovation grants available to faculty and staff at each of the colleges, totaling over \$500,000 per year, every year.
- Mentored and groomed over ten (10) employees to become CIOs or senior technology executives in complex institutions and organizations.

College of Southern Nevada, Las Vegas, NV (2006 – 2008)

Located in Las Vegas, Nevada, the College of Southern Nevada (CSN) is among the top 10 largest multi-campus community colleges in the U.S.A. The college consists of 3 main campuses and 11 remote locations. CSN is a part of Nevada System of Higher Education (NSHE) that includes community colleges and universities governed by one Board of Regents. CSN enrolls approximately 70,000 students each year from 50 states and 60 countries (csn.edu).

2006 – 2008 Vice President of Technology (SunGard Higher Education, CIO)

Responsible for providing the leadership, management, and skills necessary to lead a team of IT professionals, many consultants, and several partner vendors to execute aggressive plans related to security, stability, sustainability, and service.

- Named by SunGard Higher Education (SGHE) as one of the Nation's leading strategic IT executives.
- Built a high-performing team of technology professionals by promoting from within and bringing in new expertise when and where needed.
- Maximized return on technology investment by documenting over \$3.5 million in annual savings.
- Completed redesign and consolidation of the college's networks, thereby increasing its performance, reliability, and stability.
- Hosted CSN's first national IT Technology Expo that brought in vendors from around the nation as well as CIOs and IT experts who desired to implement the same level of service and a national technology fair for their faculty and students.
- Initiated and led the construction of a new state-of-the-art centralized data center, with the latest rack and network technologies, modular environmental capabilities, and strong overall security. Deployed the latest server and storage technology (blade) and virtualization.
- Enhanced communication on the CSN campuses by deploying the latest digital signage technology while saving the college over \$300K.

- Established helpdesk to provide (24x7) technical assistance to students, faculty, and staff.
- Led and provided value add to the college by providing consultants' services and help in the development of strategic, tactical, communication, and security plans.
- Managed SunGard Higher Education's Strategic Services onsite consultants who led the college through a comprehensive business process review that resulted in operating more efficiently and improving productivity.
- Managed SGHE's Academic Consulting Services consultants who collaborated with faculty to develop online programs in Hospitality Management, Business Management, Criminal Justice, and other disciplines.
- First to initiate and hosted Technology Open Forums for faculty and staff with live streaming to desktops, hotline phone, and chat offerings.

San Juan College, Farmington, NM (2004 – 2006)

Located in Farmington, NM, San Juan College (SJC) is a leading accredited college that innovatively connects a diverse student populace throughout the region. SJC is governed by its own locally elected Board of Trustees (SanJuanCollege.edu).

2004 – 2006 Vice President for Technology Services (SunGard Higher Education, CIO)

Serving on the President's Cabinet and helping guide the institution in formulating strategic direction in support of instructional and administrative operations. Responsible for providing visionary leadership, planning, and supervision of all technology systems and services for faculty, students, and staff.

- The Office of Technology Services at San Juan College served over 20,000 students, employees, and community members per year in a multi-site environment. Led a team of outsourced and college IT professionals and managing budgets and resources.
- Fully involved in overall institutional master, strategic, and operational planning.
- Developed and fostered a strong relationship with the community and the college trustees.
- Actively participated in the AQIP and degree-specific accreditation process at the college.
- Responsible for daily management of administrative and academic support services including server-based applications and operations to include LMS (WebCT) and ERP (Datatel) systems, desktop and (24x7) helpdesk services, networking and telecommunications (VOIP), special and general-purpose student computing labs, and online course development services.
- Realized nearly \$700,000 in documented and client-approved ROI for 2005.
- Increased visibility by involving press and media with positive and innovative activities and accomplishments of the college. For example, coordinated with the US Army to video conference with a local soldier stationed in Iraq made national news, and the community very appreciative.
- Worked with SJC Foundation for creatively giving computers and laptops away to local communities and individuals to include Native-Americans without reliable electricity at home.
- Improved online service offerings and ranked in the top 10 Digital Campus by the American Association of Community Colleges (AACC) in 2005.

Prairie View A&M University, Prairie View, TX (1993 to 2004)

A member of the Texas A&M University System, founded in 1876, Prairie View A&M University is the second-oldest public institution of higher learning in the state of Texas. With an established reputation for producing engineers, nurses, and educators, PVAMU offers baccalaureate degrees in 50 academic majors, 37 Master's degrees and four doctoral degree programs through nine colleges and schools. PVAMU is governed by the TAMUS Board of Regents (pvamu.edu).

1998 – 2004 Chief Information Officer and Associate VP of Operations

Serving on the President's Cabinet and helping guide the institution in formulating strategic direction in support of instructional and administrative operations. Responsible for providing vision, leadership, planning, and supervision of all information technology systems and services for the university. Provided reports and support to the Texas A&M University System, Texas Higher Education Coordinating Board, State of Texas' Legislative Budget Board, and Texas Department of Information Resources.

- Provided enterprise vision and leadership in information technology services. Responsible for all applicable interactions with and reports to the Texas A&M University System, Texas Higher Education Coordinating Board, State of Texas' Legislative Budget Board, and Department of Information Resources.
- Actively involved and engaged in SACS accreditation university-wide as well as many discipline-specific accreditations, including Engineering, Computer Science, and Education.
- Reorganized, realigned, and led a team of IT professionals with over 400 years of combined work experience. Managed the department's budget and provided quality IT services to approximately 1,100 faculty and staff members and over 7,800 students per semester.
- Started one of the nation's first laptop university pilot programs at an HBCU with exceptional results for the students.
- Improved PVAMU's online services to a ranking of number one in the nation among 110 Historically Black Colleges and Universities (HBCU).

1995 – 2002 Special Assistant to the President

Primary advisor to the President on university-wide operational and strategic issues including integration of teaching, research, and services. Provided daily technical, strategic, and supportive assistance to the University President in IT resource allocation, Title III allocation, restructuring and reorganization, privatized housing, Project ACCESS, New Science Building, Juvenile Justice Center, Office of Civil Rights (OCR – Texas Commitment to PVAMU), and most other significant initiatives.

- Assisted the president with legislative agendas, special funding items, and the (\$400 million) settlement with the Office of Civil Rights.
- Led the creation and oversight of the University's Crisis Management Plan.
- Established and led the university's first Environmental Health and Safety department.
- Improved the University's image by providing marketing ideas and initiating related projects.
- Assisted the President in handling crises including fire, homicide, student deaths, suspicious objects, and many more.

- Increased funding for IT by inclusion in Title III (\$230K) and OCR (\$800K per year).
- Increased student retention by providing innovative ideas and aggressive implementations.

1994 - 1995 Director of Business Development, College of Engineering

Responsible for marketing the Engineering College's capabilities to government and private sectors. Initiated development and execution of joint funding efforts and technical proposals between faculty members and corporations.

- Participated in source identification and growth of funded research at the college from \$2.2 million to \$5.7 million per year in 18 months—the highest total ever for the college and PVAMU.
- Cultivated strong relationships with faculty and external funding agencies like the US Air Force.
- Initiated one of the state's first Mentor-Protégé programs between higher education, small business, and large industry.

1993 - 1994 Senior Systems Analyst, College of Engineering

Served as a special assistant to the dean. Responsible for helping students as well as designing and prototyping hardware systems and Printed Circuit Boards (using Magic and Mentor Graphics).

- Mentored students for local and national engineering competitions in robotics and solar car designs and races.
- Enhanced fast circuit prototyping capabilities of the university by using and coordinating the donation of Mentor Graphics Computer Aided Design (CAD) software package to PVAMU (Priced at over \$4.8 million).
- Organized college's first and second national Engineering and Architecture (E&A) symposia, workshops, and exhibits with over 200 participants each.
- Participated, as the hardware and state-of-the-art CAD expert, in different stages of technical proposals such as Center for Manufacturing Technologies (\$10.6 million funded by DoD) and NASA Radiation Center (\$6.5 million).

North Carolina A&T State University, Greensboro, NC (1988 – 1993)

Located in Greensboro, North Carolina Agricultural and Technical State University (NC A&T) is a public, doctoral research, land-grant university committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. The University offers degrees at the baccalaureate, master and doctoral levels and has a commitment to excellence in a comprehensive range of academic disciplines (ncat.edu).

1989 - 1993 Research Associate, Electrical Engineering Department

Responsible for managing corporate relations as well as technical presentations and publications of the Electrical Engineering Department.

Conducted research and development in ASIC chip and PCB design, test, simulation, and prototyping. Lead Engineer in design, fabrication, and testing of the largest semi-custom ASIC chip of its kind (AVQ-1 with over 157,000 Transistors) at Microelectronics Center of North Carolina (MCNC). Designed the total system prototype Printed Circuit Board using Mentor Graphics (over 70 Components). Organized two national symposia and handled technical demonstrations to governmental and private organizations.

Summer 1989 Instructor for Upward Bound Program

Taught classes in Computer Science, Computer Programming, Algebra, and General Mathematics.

1988 - 1989 Graduate Research Assistant, Electrical Engineering Department

Conducted research in ISPS implementation of a prototype ASIC combat system architecture for the U.S. submarines. Sponsored by Naval Underwater System Center (NUSC) in Providence, RI.

PROFESSIONAL DEVELOPMENT *(Partial Listing)*

- Dealing with Difficult People and Difficult Situations, Harvard University
- Developing a Positive Organizational Culture Using Appreciative Inquiry
- Program on Negotiation for Senior Executives, Harvard University
- What IT Takes to Create a Quality Customer Service Environment
- StoryBrand (To develop adjunct faculty communication strategy)
- An Information Security Blueprint for Higher Education
- Design Thinking: A new way to look at problems
- Antiracism: From Understanding to Action
- Managing Emotions in the Workplace
- Measuring the Business Value of IT
- Presidents Fundraising Academy
- Strategic Planning and Thinking
- Change Acceleration Process
- Myers-Briggs Type Indicator
- Center for Houston's Future
- Making IT Truly Enterprise
- WebCT Instructor Training
- Total Quality Management
- DISC behavior assessment
- Certified OSHA trainer
- Dealing with the press
- Crucial Conversations
- Pathway to Progress
- Strengths Finder

INDIVIDUAL AND TEAM AWARDS *(Partial Listing)*

- Community College President of the Year, SAFE Diversity Communities (2020)
- Innovation Award, Houston Business Journal (2019)
- International Center for Innovation in Education Award (ICIE) (2019)
- League for Innovation Award (2019)
- Exemplifying the Profile of a Leader Award, Klein Independent School District (2019 and 2018)
- Shirley B. Gordon Award of Distinction, Phi Theta Kappa, (2018)
- Most Promising Places to Work in Community Colleges Award, NISOD (2018)
- Bellwether Finalist, Education and Career Positioning System: Linking Students Pathways to Careers
- IMS Global Impact Award for Research on The National Lone Star Report on aligning technology with student success
- Innovation of the Year award by Campus Technology
- U.S. Department of Education Business Start-up Challenge
- The Carl Nelson Administrative Leadership Award, Texas Association of Community Colleges
- Chancellor's All Star Award, Lone Star College System
- America's Top Educational Innovators, Converge Magazine
- Outstanding Team Leader, College of Southern Nevada (CSN)
- Most Valuable Player (MVP), Student Government Association, San Juan College
- President's Award, Prairie View A&M University
- Innovator Award, Technology Innovation in Education
- IMS Global Impact Award for National Reach with the Education Career Positioning System

PROFESSIONAL AND COMMUNITY SERVICE *(Partial Listing)*

- College Board, Trustee
- Higher Education Research and Development (HERDI), Board
- Pearl Fincher Museum of Fine Arts, Board of Directors
- Greater Houston Partnership, Technology Committee
- Memorial Hermann Cypress (Hospital), Employer Advisory Board
- Houston Northwest Chamber of Commerce, Past Chair
- American Heart Association, NW Harris County, Past Chair
- Lone Star College Foundation, Board
- Texas Association of Community Colleges (eLearning Committee)
- Texas Repertory Theater, Board
- Small Business Today Magazine, Advisory Board
- IMS Global Learning Consortium, Board
- National Alliance for Community & Technical Colleges, Board
- City of Houston's Citizenship Month, Honorary Co-Chair
- EDUCAUSE, Inc., Current Issues Committee
- Nevada System of Higher Education Chief Technology Officers
- New Mexico System of Higher Education, CHECS Board of Directors

- Transportation & Technology Council, Farmington Chamber of Commerce
- Texas System of Higher Education, LOAN STAR
- International Enterprise Technology Trends, Advisory Council
- Texas Department of Information Resources (DIR), Education Advisory Group
- Texas Connection Consortium (State of Texas)
- LEARN Board of Directors (State of Texas)
- FBI InfraGard, Member

PUBLICATION AND PRESENTATIONS *(Partial Listing)*

- Challenge Accepted: Increasing Graduation Rate by 300% in Three Years! AACC 2020
- Invitation 2 Innovate and Its Life Cycle, League for Innovation 2020
- Leading Cultural Transformation: Challenges and Opportunities, League for Innovation 2020
- You Commit. We Commit. You Graduate., League for Innovation 2020
- Correlations between Student Graduation Rates and Trustees, AACC 2019
- Open Innovation in the Education Ecosystem; Educational Institutions as a Catalyst for Open Innovation, HOIC 2019
- Puente at Lone Star College-University Park: Bridges to Success, AACC 2019
- Data is Not Enough: Engaging the Board to Act on Completion, AACC 2018
- Early College Enrollment: The Good, the Bad, & the Unexplored, AACC 2018
- How Colleges Can Support Men of Color, College Board Forum 2018
- Pathways to Success: A Seamless Transfer Partnership, College Board Forum 2018
- Upward Mobility: Trustees' Impact on Student Graduation Rates, ACCT 2018
- A Model for the Innovative College of 21st Century. Noble Energy International Conference (Invited Keynote Speaker), 2018
- The Role of Community Colleges in the Innovation Ecosystem, Society for Information Management (SIM), 2018
- College Board ACCUPLACER National Conference, Opening Plenary Speaker, 2017
- Texas Open Innovation Conference, Keynote presenter, 2017
- Building Reforms to Scale for College Readiness and Completion in Indiana and Texas, AACC Annual Convention, 2017
- Global Education & Training, AACC 2016
- Leveraging Business Incubation and CO-working Spaces to Enhance the Innovation and Entrepreneurship Ecosystem of the College, AACC 2016
- Tried and True Practices in Improving Faculty & Staff Engagement, League for Innovation 2016
- Listening to Students' Values, AACC 2016
- The Latino Education Summit, Houston Community College and Keynote at LSC-UP, 2015
- Speaker at a global webinar hosted by Inside Higher Ed as they featured our eBook about student retention and outcomes with Desire2Learn (D2L). The eBook was downloaded by 6,200 individuals, 2015
- The Global Environment, International Education Conference 2015
- Helping Developmental Students Speed Up, AACC 2015

- Community Colleges: The Perfect Enterprise for the 21st Century, Community College Week, POV, May 2014
- A Climate of Innovation, League for Innovation 2014
- Intelligent Campus, Center for Digital Education–Cover story, June 2014
- Invitation to Innovate-A Global Perspective, NACTC, Winter Conference 2014
- Community College Powered Innovation, AACC 2014
- Building a Competency-Based Education Program in the Community College, AACC 2014
- Improving Retention and Advancement Through National Award-Winning Education and Career Positioning System, UB Tech 2014
- Turning Big Data Analytics into Personal Student Data, Educause 2013
- Community and Vocational Colleges and Their Role in Preparing Students for the Global Economy, Chinese Bridge Delegation to China, 2013
- Transforming the Community College, NACTC, Winter 2013
- Hispanic Achievement Ecosystem at Lone Star College, HACU, 2013 International Conference
- Transforming Success by Turning Big Data into Personal Data, League for Innovation 2013
- Blending in an Innovative Chief Executive on Campus, League for Innovation 2013
- Closing the Gap: Innovatively Positioning the 21st Century Campus Towards the Workplace, AACC 2013
- Student Analytics via the Education and Career Positioning System, NISOD International Conference, 2013
- A Community College of the Future Here Today! League for Innovation 2012
- QR Code: The Hottest Way to Engage Students, AACC 2012
- Partnering with High schools to Close the Technology Gap, Panel Participation, AACC 2011
- Leading the way to a Greener Campus, Educause 2011
- IT as a Service: Leveraging Private Public and Hybrid Clouds at Lone Star! Educause 2011
- Redesigning the Enterprise to Achieve Five Nines (99.999%), Educause 2010
- Increase Business Value by bridging your Service Catalog and the IT Portfolio, Fusion 2010
- Transforming a College System: Formula for Success, Oracle 2010
- Alignment & Transformation of the Fortunate Star, Campus Technology 2010
- New Synergies in the CFO-CIO Partnership Webinar (Academic Impressions), 2010
- Using KPIs to Protect Resources During an Economic Downturn, Educause 2010
- Featured in the eCampus News as being the Global College who sees the world as their community. 2010
- Strategic Plan, Who Needs One? Campus Technology 2010
- Featured in CIO Digest for a Texas-sized Vision, July 2010

In addition to the above list of **selected topics for the past ten (10) years**, I have made many other presentations on the role of IT in higher education as well as more than 20 technical publications and presentations in the areas of ASIC and system design, computing systems, and information technology trends in respected local, national, and international conferences, proceedings, and newsletters such as IEEE International ASIC, ICASP, and EUROASIC.

October 8, 2020

Valencia College Presidential Search Committee
ValenciaPresident2020@agbsearch.com

Dear Valencia College Presidential Search Committee,

This cover letter with attached CV and reference list are intended to make application for the presidency of Valencia College and will address the desired qualifications listed in your posting.

I serve as the president of Georgia Highlands College (GHC), a six site, two and four-year degree institution within the University System of Georgia (USG). During my six years as president we have benefited students, enhanced the institution's brand, and increased fundraising through a restored vision of student success, new strategic plans, industry outreach, and innovative marketing campaigns. Through a great liberal arts foundation and many new career-oriented degree programs, we are providing the tools which allow students to succeed in their lives and careers. These actions have led to enrollment growth, increased student retention, rising graduation rates, new market-oriented academic programs, and increased philanthropy.

At GHC I have pursued a culture of transparency including an open participative budget management process, stronger shared governance, and a mantra of service to students. Concerning my business acumen, I led an institutional turnaround which included a significant improvement of the college's general financial condition. Key to this work were two cycles of open strategic planning, strategic budget reallocation, and repurposing of \$2M to enhance GHC marketing, driving enrollment increases.

Since arriving at Georgia Highlands College, we have dramatically increased donations, in many years doubling the gifts received previously. Currently we are finalizing a \$5.7M gift funding the construction of a baseball, softball and soccer complex on our Cartersville campus. Concerning governmental relations and subsequent funding, I have secured state financing for a \$28M science building and a \$6 appropriation for the renovation of a donated office building that will be repurposed into a laboratory and classroom space with adjoining fitness facilities.

Prior to my arrival at Georgia Highlands College I was a vice president at Ferris State University (FSU). FSU is a relatively large regional polytechnic university offering applied technology, health, and business programs with degrees ranging from associate to doctorate. I was responsible for a division representing 1/3 of the student population with 13 different administrative units including Ferris-Statewide (a collection of 12 different sites across Michigan), Ferris-Connect (all online programming), a curriculum incubator (developing cutting edge academic career programs for the next generation labor market), Ferris First (the university's innovation group), a doctoral program in community college leadership, and a Center for Latino Business and Economic Development. My division also included the Office of International Education encompassing study abroad, services for international students on campus, and collaborative partnerships with many international universities.

Valencia College provides a variety of career oriented educational opportunities. Career certificates, associate and baccalaureate programs are very familiar to me. Much of my career has involved applied education for the advancement of careers. I was both a training and human resource administrator for a manufacturer in the metal stamping and electrostatic coating industries. There I created and managed two apprentice programs in traditional toolroom and deep-draw metal stamping toolmaking. Later, at FSU, I created degree programs mixing business and technical trades to assist local employers in the development of middle management. In each of my higher education leadership roles I have developed or enhanced information technology and health science programs to increase the talent available to local organizations, and during my career I have managed three business training/community education operations. Finally, I have worked on both sides of the transfer process as a university leader working with two-year student transfer, and as a two-year college leader, transferring students to a variety of destination universities.

I am a president committed to equity and inclusion. I'm proud to say my staff has grown student, faculty and staff diversity at each institution for which I have worked. As the president of a multi-site institution, we have sought to more effectively reflect the diversity of the various communities we serve. An example of our efforts is the success of our GHC Brother-to-Brother (B2B) chapters across our campuses. With a 96% retention rate last year, B2B is a leader within the University System of Georgia's African American Male Initiative. We have also created enrollment growth in our Latino community, achieving double digit percentage increases each of the last four years.

In my work at GHC, I have been active in sustainability and the institution's protection of the environment. Green Highlands is a student organization involved in clean-up, reuse, reduction, and recycling. We have collaborated in the cleanup of Paris Lake, a body of water on one of our campuses; the 80 acres of woods on another campus; and with local recyclers. The student government association is currently planning a larger day of cleaning public venues across all of NW Georgia.

Let me close by saying I am active in intercollegiate athletics and student activities as well as a variety of community organizations and regional economic development. In addition, I serve as Chair for the Total Rewards (benefits and wellness) Steering Committee for the entire University System of Georgia and lead a yearly USG enrollment summit. I appreciate your consideration of my application for president of Valencia College.

Sincerely,

Donald J. Green, Ed.D.

Donald J. Green, Ed.D.

CAREER SYNOPSIS

Twenty-four years of leadership including thirteen years in a state university (associate through doctoral degrees), six years in a private university (associate through master's degrees) and six years in a state college (associate and bachelor's degrees). My greatest strengths include nurturing innovative curriculum, industry partnerships, creative cultures, enrollment growth, and sound fiscal management.

WORK EXPERIENCE

2014 – Present Georgia Highlands College. Rome, GA.

President and Associate Professor of Business Leadership of a six-site state college within the University System of Georgia providing both associate and baccalaureate degrees. Responsible for the direction of all college operations including academic and student services, enrollment management, advancement, athletics, and governmental relations.

Accomplishments:

- Led an institutional turnaround including enrollment, retention, employee compensation, and an improvement of the college's financial condition. Repurposed \$2M in budget to enhance GHC marketing, creating enrollment increases.
- Built a recognizable brand across NW Georgia increasing enrollment, student retention, and graduation to record highs.
- Increased annual donations in 2016, 2017, 2018 and 2019. Currently finalizing a \$5.7M donation for the construction of a baseball/softball/soccer complex and accompanying campus landscaping.
- Increased graduation rates yearly from 2016-2020: 8%, 10%, 7% and 14% respectively.
- Conceived and organized yearly enrollment management summits for the University System of Georgia, 2017, 2018, 2019.
- Secured appropriation of \$26M in state funding for a STEAM Laboratory Building, opened October 2018.
- Secured state funding of \$5M for the renovation of a commercial building to open as a classroom building in fall 2020.
- Led college-wide strategic planning campaigns (2016 and 2019).
- Led the institution through a successful decennial SACSCOC reaffirmation, October 2017.
- 2017 University System of Georgia Chancellor's Service Awards, honoring the system's outstanding institution and president – Gold.
- 2016 University System of Georgia Chancellor's Service Awards, honoring the system's outstanding institution and president – Silver.

- Implemented three distinct retention initiatives: faculty/staff led student mentoring in 2015 (5% retention bump), a QEP plan including implementation of Navigate software in 2017 (5% retention bump), and a series of president-led student success workshops in 2019 (current longitudinal study).
- Rebuilt the college's institutional research function. This unit is called Office of Planning, Assessment, Accreditation and Research (PAAR).
- Initiated a program with the GHC Foundation providing repayable micro-grants to students facing withdrawal due to small remaining balance. This contributed to enrollment increases while maintaining a 94% repayment rate.
- Developed and led the USG approval process for two new Bachelor of Business Administration majors: Logistics and Supply Chain Management, and Healthcare Management. These programs now have increased caps and waiting lists.
- Guided development of innovative degree programs in FinTech and Entrepreneurship debuting in 2021.
- Led development of an innovative bachelor's degree in Criminal Justice. This program is offered online and shared amongst three USG institutions, improving enrollment and affordability.
- Led an enrollment increase in Hispanic students from 3% to double-digit percentages over a five-year period.
- Created *President's Leadership Program* facilitating cohorts of employees from across the college through a one-year leadership development curriculum. Currently enrolling Cohort 5.
- Dramatically increased employee participation in the University System of Georgia's wellbeing initiatives. GHC employees are in the top 10% in USG wellness participation.
- Chair of the University System of Georgia's Total Rewards Steering Committee intended to guide the continued enhancement and affordability of USG employee benefits and employee wellness. Changes in benefits strategies garnered an estimated \$5M savings in FY20 and \$20M in FY21. As a wellness champion, I currently organize student, faculty and staff fitness programs at GHC.
- Presented the Shirley B. Gordon Award of Distinction at Phi Theta Kappa's international conference as one of the nation's outstanding college presidents for 2020.

GHC Honors:

- Named by Rice University as one of the top ten colleges in America for saving students money on Open Educational Resources (OERs). \$2.8M in 2018-19, \$12M over five years.
- Top student African American Brotherhood Chapter in the U.S. for 3 of the last 5 years.
- GHC's school newspaper named "Top 4-year School Newspaper in the Southeast United States" 2016, 2017, 2018, 2019
- Phi Theta Kappa (higher education honors society) chapter named to "Top 100 Chapters Worldwide" in 2017, 2018, 2019.

- Georgia Highlands College was named “Highest Return on Investment in the State of Georgia” for the White House College Scorecard (2015-2016).
- During the last five years, GHC athletic teams have earned three conference championships and two final-four national tournament appearances in men’s basketball, a conference championship and national tournament appearance in women’s basketball and a conference championship in baseball, while seeing all athletic teams improve average GPA and graduation rates.

**2000-2014 Ferris State University. Big Rapids and Grand Rapids, MI.
Vice President and Dean**

Vice President – Extended and International Operations

Directed instruction, marketing, recruitment and admissions, with 13 administrative units including the Office of International Education, 12 campus sites across the State of Michigan, an Academic Incubator to build next generation curriculum, all online and distance education programs, and several other departments at our main campus and overseas. Brief descriptions and accomplishments for these units are listed below.

Ferris State University – Statewide

FSU-Statewide is a unit comprised of 12 regional campuses and instructional sites across the State of Michigan. Statewide provides academic leadership, instruction, recruitment, advising, financial aid, admissions, career development and many other services for 4000 students attending FSU regional campuses. We constantly sought to emphasize a student service focused culture across the division which has contributed to both retention and enrollment growth. FSU had the largest system of regional campus sites in the State.

- Doubled the number of campus locations, from 6 to 12.
- Led faculty and staff providing over 40 different associate, bachelor, master and doctoral degree programs statewide and online.
- Through donations and divisional budgets funded and constructed a \$1.8 million molecular diagnostics laboratory for research partnerships on “the medical mile” of Grand Rapids including the VanAndel Research Institute.
- Regularly participated in collaborative curriculum development with 10 community college partners across Michigan.
- Established two middle colleges in partnership with the Traverse Bay Area and Kent Intermediate School Districts.
- Launched health and life science recruiter/advisors across the state producing higher quality advising, increased student satisfaction and enhancing student retention by 14%.
- Reinvigorated a student service focused culture across the division increasing student retention to over 70%.
- Developed an outreach campaign into the Latino Community to enhance Hispanic higher education participation. This endeavor included the creation of a Center for Latino Studies, the Center for Latino Business and Economic

Development, summer career camps and a partnership with the Hispanic Center of West Michigan. Hispanic enrollments increased 14, 16, 16 and 18% over the years 2010-2014.

- Led the merger of two University divisions, the University Center for Extended Learning and Ferris State University-Grand Rapids, into one cohesive division.
- Created an outreach project with several Grand Rapids area minority organizations, improving minority high school student retention and college attendance. Partner organizations include The West Michigan Hispanic Center, West Michigan Center for Art and Technology, Grand Rapids U-Prep Academy and the Grand Rapids Urban League. Minority student enrollment demographics now surpass local population demographics in several major markets.
- Developed a “Campus Blitz” campaign across Michigan community colleges increasing student awareness and student transfer to Ferris State University.
- Led the development and accomplishment of three series of strategic planning.
- Introduced streamlined Bachelor of Science in Elementary Education allowing students three years of attendance at Grand Rapids Community College with the final year at Ferris State University thereby saving students tuition dollars. This degree, conceived by GRCC and FSU faculty, has been praised by the Michigan Department of Education as a model of convenience and affordability for students.
- As part of the creation of a new Student Services Office, established a diversity initiative that increased minority student enrollments 12-18% per year over a four-year period.
- Established a major gifts unit pursuing donations and alumni development. Provided grants to fund departmental scholarships, software, and program start-ups.
- Partnered with Grand Rapids Community College in the operation of the Applied Technology Center providing advanced education in Manufacturing, Health Sciences and Digital Media.
- Initiated redirection of Grand Rapids campus curricular offerings away from an industrial focus to a more diversified menu of offerings including manufacturing, health, public service, business, education, information technology and design.
- Designed and provided an informational series offered to school districts throughout the region to assist students and parents in career development and a successful transition from secondary to post-secondary education.
- Secured \$350,000 in federal grant funding to initiate a Grand Rapids based Respiratory Technology program.
- Produced a division-wide average enrollment growth rate in excess of 12% per year over an eight-year period.
- Developed and implemented a career development outreach strategy to local schools increasing student enrollment and retention.

- Improved the University's standing from number 5 to number 2 destination institution for Grand Rapids Community College students through increased academic programming, enhanced student services, and improved marketing.
- Led a dramatic improvement in name recognition for the University throughout Michigan employing various media relationships and resulting in increased statewide and interstate recruitment.
- Brought media emphasis to ladder academic programs allowing students transition opportunities from certificate to associate, bachelors and master's degrees. These programs have assisted economically challenged students in their educational pursuits and career development.
- Led initiatives, in partnership with the local community college and intermediate school districts, to provide a yearly "women in non-traditional careers" conference for high school women of a four-county region. Also partnered on career expos in the health, business and engineering, manufacturing and industrial technology pathways for high school students and parents.

Ferris Connect - Ferris State University's Office of Online Instruction

Ferris Connect, Ferris State University's online instruction operations, served approximately 4000 students through twelve complete bachelor's degrees, an MBA, a nationally recognized MSN, a doctorate, and a selection of individual courses. Services included course scheduling, student assessment and preparation for online, faculty preparation, management of all online student services and the continued innovation of online technologies to better serve students.

- The Ferris State University Master of Science in Nursing was listed in "Best Online Graduate Nursing Programs" by U.S. News and World Report for 2013 and 2014.
- Ferris was ranked 13th on the website Affordable Colleges Online's list of "Best Online Colleges Revolutionizing Online Education".
- Ferris State University Business programs were ranked 54th in U.S. News and World Report's list of top online business schools.
- Designed a cloud-based process providing instructional software applications. The program was praised by faculty for dramatically reducing computer laboratory costs and server space.
- Expanded online services to include advising, business office and community college financial aid consortium agreements.
- Tripled student credit hour generation over years 2009-2014, continuing to increase the number and variety of complete degree programs available online.

Office of International Education

The Office of International Education (OIE) at FSU was tasked with the recruitment and care of international students, the development of partnerships with foreign universities, the Globalization Initiative (intended to globalize the university and our curricula), and our Intensive English Program.

- Restored the university's international studies division after having been dismantled in 2003.
- Grew the Office of International Education from 110 to over 500 students in four years, contributing \$500,000 in net revenue.
- Created an Intensive English Program providing English instruction to international students and additional revenue through summer ESL seminars.
- Implemented "The Globalization Initiative" intended to globalize the university's campus through faculty Fulbright, student Fulbright, faculty research projects, curriculum revisions, events, speakers and student organizations.
- Developed university partnerships in multiple countries including Nigeria, Turkey, South Korea, Saudi Arabia, India and China.
- Expanded the King Abdullah scholarship with the nation of Saudi Arabia. This program was so successful the U.S. State Department asked FSU to partner on similar projects with Iraq and Libya.
- Created the "Globalization Initiative" tying globalization to our general education through cooperative events like "Beyond: The Silk Road" (2012) and "Beyond: Mythologies" (2013). These events were intended to entice students to move beyond our campus and participate in study abroad while also educating them on the history and future of globalization. In my last year this project involved 41 faculty from across the university.
- Created marketing and social networking plans to promote study abroad and international recruitment. The plan integrated an international speaker series, international student ambassadors, and the globalization initiative.
- Introduced a visiting international scholar speaker's series.
- Developed a degree completion partnership with Polytechnic Ibadan, Nigeria in three stages beginning with attendance in Big Rapids, Michigan and progressing to online instruction and laboratory work in Ibadan, Nigeria.
- Negotiated a new initiative providing the Bachelor of Applied Science in Digital Animation and Game Design in Hyderabad, India in partnership with Jawaharlal Nehru Technological University
- Organized FSU's first international alumni event in Bahrain, March 2014.
- Developed FSU's Extended and International Operations Higher Learning Commission accreditation self-study.

Academic Incubator

The Academic Incubator assisted faculty by researching the scientific discoveries, technology innovations and social trends to develop the next generation of FSU degree programs.

- Formed cross-college faculty advisory board providing guidance and leadership for new degree programs being developed at the university.
- Developed several new degree programs including:
 - Ed.D., Community College Leadership
 - B.S. Plastic Medical Device Design and Manufacturing
 - B.S., Information Security and Intelligence
 - B.S., Molecular Diagnostics

Entrepreneur Institute and Incubator

The Entrepreneur Institute was intended to assist Ferris State students and Michigan citizens with business entrepreneurship.

- Offered student workshops to develop greater interest in entrepreneurship.
- Developed a summer 2014 Global Entrepreneurship Camp for international entrepreneurs.
- Established a Collegiate Entrepreneur Organization (CEO) student chapter.

Center for Latino Business and Economic Development

The Center for Latino Business and Economic Development grows business development and business acceleration in the West Michigan Hispanic community.

- Offered business start-up workshops for local Latino entrepreneurs.
- Offered leadership development programs for business executives in the Latino Community.
- This initiative, and other Hispanic community activities in this unit created Hispanic enrollment increases of 14, 16, 16 and 18% from 2010 to 2014.

Conference and Professional Services

Conference and Professional Services provides the management of professional associations, conferences, state organizations and camps.

- Led turnaround of unit from deficit to commercially successful entity in 2012. Consistently increased unit profitability.
- Provided Automotive Technology/English classes for two Japanese student cohorts each of the last four years.
- Operated national conferences for pharmacy and optometry continuing education.
- Operated the Michigan Careers Conference, for 600 participants, on behalf of the State of Michigan's Department of Education.
- Provided regional workforce development conferences for Michigan's secondary and post-secondary career education professionals.
- Promoted and operate several academic, band, Lego and sports camps throughout the summer.
- Managed the National Council for Workforce Education yearly conference.

Office of Grants and Sponsored Programs

- Managed the University's pre-award research grant and sponsored programs process.
- Implemented a new system for customized distribution of grant opportunities, applications and approvals to appropriate University faculty and staff.

Dean of the College of Professional and Technological Studies

The college was created to foster new career-oriented majors in science and technology.

Departments created and led:

- B.A.S., Industrial and Technology Management

- B.A.S., Digital Animation and Game Design
- B.S., Digital Media Software Engineering
- B.S., Information Security and Intelligence
- B.S., Molecular Diagnostics
- Ed.D., Community College Leadership

Accomplishments include:

- Built the College of Professional and Technological Studies, including academic majors, curriculum, advising, laboratories and a highly creative, student focused and entrepreneurial faculty from concept to successful operation.
- Developed a bachelor's degree in information security and Intelligence. This degree applies computer science in digital forensics to detect terrorism and protect corporate networks and intellectual property.
- Created a bachelor's degree in digital animation and video game design. At inception, the program was one of 13 videogame design bachelor's degrees in the United States. This bachelor's degree has been one of the University's fastest growing degree programs. Currently partnering with a number of animation and software companies across the U.S. Named to Princeton Review top 30 animation programs in the United States. Recently ranked 13th in the nation.
- Developed a bachelor's degree in industrial technology and management. This degree allows students to easily articulate technical associate degrees and pursue an applied bachelor's degree focused on management and manufacturing engineering concepts.
- Developed a bachelor's degree in digital media software engineering; projected to be the nation's third fastest growing career path over the next ten years. All students in this program are actively recruited by employers.

**1997 -2000 D. Green & Associates, Consulting/Training Firm. Grand Rapid, MI
Principal and COO**

Operated a consulting firm providing applied research, training, curriculum design and business consulting with clients in higher education, business and government.

Clients

Regis University. Denver, CO

- Faculty, curriculum and marketing liaison between Regis University's Division for New Ventures and various higher education partners across the U.S. including:
 - Anna G. Mendez University System, San Juan, PR
 - Avilla College, Kansas City, MO
 - Walsh College, Canton, OH
 - Ancilla College, Donaldson, IN
 - Marion College, Indianapolis, IN

- Guided implementation of bachelor's degree completion programs focused on nontraditional students.
- Performed workshops on innovative instructional techniques, adult student facilitation methods, and faculty recruitment;
- Conducted appraisals of various higher education institutions concerning the viability of accelerated adult programs in that institution's culture and geographical market
- Provided direction on instructional and marketing strategies.

Hamilton Farm Bureau (an agricultural conglomerate). Hamilton, MI

- Created and managed a corporate university providing needs assessment, curriculum development and evaluation of learning in a variety of disciplines comprising both skill acquisition and management development.
- Performed training in diversity, supervision, team building, and continuous improvement.

Shape Corporation (a metal forming automotive supplier). Grand Haven, MI

- Performed curriculum development and training in team building, continuous improvement, supervision and safety.

Spartan Stores (a Midwest wholesale and retail grocer). Grand Rapids, MI

- Performed training in diversity, supervision and continuous improvement methods.

Kent County Government. Grand Rapids, MI

- Developed and taught courses in management and supervision.

Ottawa County Government. Grand Haven, MI

- Developed and facilitated county strategic planning process and regularly provided supervisor training.

1997 – 2000 Grand Rapids Community College. Grand Rapids, MI

Instructor and Consultant, Business and Technical Training

- Taught courses in Management, Leadership and Training for Business and Technical Training.
- Advised students on careers and majors.
- Grew corporate partnerships.
- Attracted new programs in Continuous Improvement Methods, Quick Die Change and Statistical Process Control to the unit.
- Assisted in the operation of the Applied Technology Center, a facilities and academic partnership between Grand Rapids Community College and Ferris State University.
- Performed faculty development and student instruction projects in Career Pathways with a number of local school districts.

- As content specialist on a three-person team, developed web and CD based course on quality improvement and statistical process control.
- Performed corporate consulting projects and training on a variety of topics including human resource management, leadership, project management, manufacturing and quality process improvement, and strategic planning.

1992 - 1997 Academic Dean, Davenport University. Grand Rapids, MI
A private university providing degree programs in business, technology and health.

1995 – 1997 Academic Dean

Chief Academic Officer for the system's main campus. Responsibilities included academic leadership for the main campus of a multi-location system, management of 47 faculty in Business, Health and Law programs, administration of a multi-million-dollar budget, strategic planning, creation of innovative degree programs, library services, student computing services, and the development of academic partnerships with local and international organizations.

Accomplishments include:

- Implemented the first web-based distance learning coursework for the university (now a major percentage of the institution's enrollment).
- Negotiated a three-year faculty labor contract ending what had been a prolonged period of labor turmoil.
- Introduced Michigan's first Information Technology Bachelor's Degree to provide Novell and NT certifications imbedded in the degree.
- Consolidated and renovated a system wide curriculum allowing for greater inter-system transfer and more efficient transfers from community colleges.
- Managed all off-campus facilities including university centers located at community college campuses, leading to growth and program stability.
- Participated as faculty in the University's MBA program teaching Organizational Development and Leadership of Continuous Improvement.
- Participated in development of Higher Learning Commission accreditation self-study.

1994 – 1995 Director of Academic Affairs

Responsibilities included hiring and development of instructional staff, introduction of new academic programs, accreditation issues, faculty relations, and enhancement of academic facilities.

- Implemented a selection process for adjunct faculty leading to higher student satisfaction and greater adjunct retention.
- Enhanced student retention through more consistent advising techniques.
- Reorganized the business and industry training division of the college creating a more competitive, efficient and profitable system.

1992 – 1994 Director of Faculty & Instruction, Business Faculty

Created an accelerated degree program serving nontraditional students. Responsibilities included faculty selection and development, curriculum development, off-campus industry-based programs, and instruction in business.

- Served as faculty member offering courses in Management, Organizational Behavior, and Human Resource Development.
- Established a highly successful faculty selection and development model adopted by the entire university.
- Accomplished 74% retention through graduation.
- Annual enrollment growth of 20%.
- Provided over \$800,000 annual net revenue to the institution.

1988 - 1992 Drawform, Inc. Zeeland, MI (automotive and defense supplier). Human Resource Administrator

Managed hiring, compensation and performance appraisal processes. Recruited employees, developed and administered two apprenticeship programs in tool and die, and developed and facilitated management development programs.

- During the company's expansion, led a recruitment campaign growing the workforce from 75 to 200 highly skilled employees.
- Created first corporate college recruitment program.
- Created Deep-draw Toolmaker Journeyperson program.

EDUCATION

2000

Ed.D. Western Michigan University. Kalamazoo, MI

Educational Leadership. Core studies in Organizational Development and Leadership Theory. Concentration in Human Resource Development.

Areas of study include Human Resource Management, Adult Learning Theory, Organizational Needs Analysis, and Organizational Behavior. Dissertation Title: A Comparison of Learning by Adults in Accelerated and Traditional Length College Courses.

1987

M.S. Ohio State University. Columbus, OH

Business: Labor and Human Resource Management.

Areas of study include Human Resource Management, Employee Involvement Programs, Organizational Development, and Compensation Theory.

1985

B.A. Michigan State University. East Lansing, MI

Dual Major in Public Administration and Social Science.

TEACHING EXPERIENCE

Georgia Highlands College. Cartersville, GA

Course taught: *The Environment of Business*. Content includes the political, social and legal aspects of operating a business.

Ferris State University. Grand Rapids and Big Rapids, MI 2005-2013

Course taught: *Teacher's Career Pathway Academy* - a graduate course and professional workshop presented in cooperation with Grand Rapids Community College, Kent Intermediate School District, Allegan Area Educational Service Agency, and Ottawa Intermediate School District. This course, offered yearly, provided K-12 teachers and counselors and post-secondary faculty instruction in career trends and the development of curriculum leading students to more enriching careers. Through ongoing research for this course, I developed new curricula for the university, based on state, national and global trends in technology, sociology, science, business and economics.

Grand Rapids Community College. Grand Rapids, MI 1997-2001

Instructor and Consultant, Business and Technical Training

Courses taught: *Business Management, Supervision, Leadership, Training and Development, and Continuous Process Improvement.* Performed faculty development and student instruction projects in Career Pathways with a number of local school districts. Performed corporate consulting projects and training on a variety of topics including human resource management, leadership, project management, manufacturing and quality process improvement, and strategic planning.

Davenport University. Grand Rapids, MI 1988-1997

Faculty, Business, AACE Program

Courses taught: graduate courses in the MBA program on *Corporate Change Management, Organizational Development, and Continuous Quality Improvement Theory.* Taught undergraduate coursework in *Human Resource Management, Compensation Theory, Labor Relations, Principles of Management and Organizational Behavior.* Taught several courses online.

PUBLICATIONS

Green, D.J. (2012) (Ed). The Oxford Declaration on World Literacy. World Literacy Foundation. This document is an instrument intended to break down the barriers between government, business, non-governmental organizations, educational institutions and the world's citizens in an effort to promote greater literacy worldwide. The declaration will provide leverage to fund, plan, operate and measure work in literacy.

Green, D.J. (2007). The Past and Future of Digital Media in Education. In C. Westman & P. Bouman (Eds.), *The SEM Imperative: Enrollment Management Online.* Washington, D.C.: AACRAO

Green, D.J. (Spring, 1996). A Comparison of Academic Performance and Grading Between Traditional and Accelerated Adult Students. *The Learning Exchange*, V1

COMMUNITY SERVICE ACTIVITIES

World Literacy Foundation Board Chair, Melbourne, Australia. 2010 – present

- **Virtual World Literacy Forum**. Conference welcome. 2020
- **UNESCO Asia CLC Conference**. Bangkok, Thailand. The Social and Economic Impact of Illiteracy. September 2012
- **World Literacy Forum**. Oxford, England. Labor Economies and Literacy Rates. June 2012

Floyd County Schools College and Career Academy, Rome, GA. 2020 – present

Polk County Schools College and Career Academy, Cedartown, GA. 2020 – present

Rome-Floyd County Chamber of Commerce Board of Directors, Rome, GA. 2016 – 2020

Cartersville-Bartow County Chamber of Commerce Board of Directors, Cartersville, GA. 2015 – 2019

Cobb Education Consortium Board Member and Former Chair, Kennesaw, GA. 2014 – 2020

Prima Civitas Foundation Board of Trustees, The Prima Civitas Foundation serves as a disruptive catalyst and experienced leader to aggregate and leverage knowledge assets to obtain results for a more competitive, innovative, and global Michigan. It rapidly creates networks of global knowledge assets to take advantage of transformational opportunities across the globe on behalf of the State of Michigan. East Lansing, Michigan. 2012 – 2014

West Michigan Hispanic Center Board Member, Grand Rapids, Michigan. 2012 – 2014

Visser YMCA Board of Directors, Grandville, Michigan. 2003 - 2009

Baseball, Softball and Basketball Coach with various high school, YMCA, little league and travel programs. 1995 – 2014

SELECTED PRESENTATIONS

Total Rewards/USG Benefits: what they are, why they matter, and where we are headed. Dalton, GA. University System of Georgia Presidents' Retreat. October 2019

Moderated Discussion Amongst Presidents of Student African American Brotherhood (SAAB) Institutions. Atlanta, GA. SAAB National Conference. April 2018

Finding College and Career Success Through Labor Market Trends. Marietta, GA.
Marietta Public Schools. March 2018

Financial Management and Wealth Generation. Cartersville, GA.
Brother to Brother, Georgia Highlands College. February 2018

Next Generation Career Trends for College and Career Success.
Numerous high schools and middle schools across Georgia. 2016-February 2018

The Case for Stronger State College Enrollment Management.
Atlanta, GA. Emcee, USG State College Enrollment Management Summit. March 2017

Next Generation Career Trends for College and Career Success.
Marietta, GA. Georgia PTA Conference. 2016

U.S. – Turkey Summit on Creative Economies. Istanbul, Turkey.
Expanding Collaboration between Turkish and American Creative Technology Higher Education Programs. November 2013

Traverse City Public Schools. Traverse City, Michigan
Next Generation Technologies and Careers, September 2013

Futures *InSight*. Traverse City, Michigan
Bringing "It" All Together: Moving your organization to a position of embracing the future. June 2013

UNESCO Asia CLC Conference. Bangkok, Thailand.
The Social and Economic Impact of Illiteracy. September 2012

Michigan Career Educators and Employer Alliance, Lansing,
Michigan Keynote Speaker, Eight Trends, Discoveries or Innovations Affecting the Next Generation of Careers. July 2012

Turkey-Michigan Higher Education and Business Conference,
Istanbul, Turkey. Master of Ceremonies and Presenter on Automotive
Engineering and Design in Michigan and Turkey. June 2012

World Literacy Summit, Oxford, England.
Presentations on the Oxford Declaration for World Literacy. Content
presented included comparisons of literacy instruction in a primary
world language compared to multilingual instruction, the role of women
in the intergenerational continuity of literacy, and the role of both
formative and summative assessment in the effectiveness of literacy
programs. April 2012

West Michigan Counseling Association Keynote Presentation
Trend Analysis: Seven Trends and Three Obstacles Affecting Future
Career Opportunities. Grand Rapids, Michigan. February 2012

West Michigan Counseling Association Workshop
Helping High School Students and College Freshmen to Enhance
College Success.
Grand Rapids, Michigan. February 2012

Caledonia College Preparation Night
Six Things Parents and Students Should Know About College.
Caledonia, Michigan. February 2012

Factors in College and Career Success
Factors in College and Career Success. Various public schools across
Michigan. Yearly Updates, 2006 - present.

**Trends (The Conference on Career Trends for Michigan's
Community Colleges)**
Ferris State University, Present and Future: Opportunities for
University-Community College Partnership in Curriculum Development
and Student Services. Grand Rapids, Michigan. October 2010.

Michigan Education and Apprenticeship Training Association
Future Apprenticeships; Technology, Science and Art. Bay City,
Michigan. May 2010

**Michigan House of Representatives, Higher Education
Subcommittee**
Career Trends for the Next Decade. Lansing, Michigan. May 2009

Michigan Education and Apprenticeship Training Association
The Next Decade in Science, Technology and the Economy. Bay City,
Michigan. May 2009

High School Career Counselor Workshop

Technological and Economic Trends Affecting Career Opportunities.
Grand Rapids Community College. Grand Rapids, MI. 2005, 2007,
2009.

Michigan Association for College Admissions Counseling

College Success Rates and Career Trends for the Coming Decades.
Grand Rapids, MI. April 2007.

College Faculty Workshop

Accelerated Learning Theory and Application. Ancilla College.
Donaldson, IN. April 2005, 2006.

State of Michigan Trends in Higher Education

Developing Transfer Degree Programs for Apprentice and Applied
Technology Students. Grand Rapids, MI. February 2005.

**Joint Meeting of the West Michigan American Purchasing
Association and APICS (The Associate for Operations
Management)**

The Future of Project Management: Continuous Improvement,
Communication and Sustainability. Grand Rapids, MI. February 2005.

Charles W. Lepper, Ph.D.

September 26, 2020

As a first-generation college graduate who began their higher education journey by enrolling in remedial courses and as member of an under-served community, I am proud of my academic and professional achievements and write to express my sincere interest in the President's position at Valencia College. After reviewing the position posting materials and the college's website, my excitement about this potential opportunity grew and I am eager to serve the students, the institution, and the communities within the college's service area.

With over twenty-years of leadership experience, I have been involved in many aspects of higher education serving in administrative and executive leadership positions at Indiana University- Bloomington, Slippery Rock University of Pennsylvania, Ivy Tech Community College of Indiana, Tidewater Community College, and Salt Lake Community College.

In addition to these roles, I have also taught numerous courses as an adjunct faculty member at comprehensive community colleges, comprehensive regional institutions and research-intensive universities. In my role as an adjunct faculty member in the Indiana State University higher education doctoral program, I taught courses on the college presidency and shared governance. As a result of these teaching experiences, as well my professional experiences working in both academic affairs and student affairs, I am well-versed and well-prepared to work collaboratively with faculty and institutional governance structures.

Currently, I serve as the Vice President for Student Affairs and Enrollment Management at Salt Lake Community College. In this capacity, I am responsible for providing college-wide strategic leadership for the Division of Student Affairs which is comprised of more than 250 full-time staff and 350 part-time employees with an annual divisional operating budget of approximately \$30 million at an eleven (11) campus comprehensive community college that serves over 60,000 students annually.

In my current role, I regularly serve as the "Acting President" in the absence of the college's President. In this role, I have provided college-wide leadership during various emergency and non-emergency scenarios. Most recently I served as the "Acting President" at the beginning of the COVID-19 pandemic and was responsible for leading the college's response which led to shuttering all college facilities and moving all instruction, services, and personnel (excluding public safety and facilities staff) to on-line or virtual operations. In collaboration with faculty, staff, and students I was able to lead a successful transition that resulted in approximately 90% of all services and instruction being available either on-line/remote or virtually within a 48-hour period. Additionally, served as the college's representative for the Commissioner of Higher Education's COVID-19 Response Committee and I led the SLCC's COVID-19 Taskforce from the beginning of the pandemic crisis until July 2020.

In my role as SLCC's COVID-19 Taskforce lead, my responsibilities included but was not limited to ensuring continuous college operations, distributing the student-portion of the federal CARES Act funds, continuing on-line/remote learning and virtual services for students, implementing a pass/fail grading option for students during the Spring 2020 semester, reporting and tracking COVID-19 related illnesses at the college, implementing an emergency pay policy for employees, and the eventual creating a re-opening plan for college facilities.

In the nearly five years that I have served Salt Lake Community College, I have been responsible for leading change that supports aligning campus processes and resources; fostering equity in access to higher education; fostering equity in student completion; improving transfer preparation; and increasing institutional financial sustainability and capacity through enrollment growth and increased student retention and completion.

Some additional examples of my leadership and success at Salt Lake Community College include, but are not limited to:

- developed and implemented the *SLCC Promise*, a need-based financial aid initiative that has awarded nearly \$3.0 million dollars since being established in 2016;
- secured three (3) Federal TRIO grants to support first-generation students and under-served communities;
- strengthened concurrent enrollment partnerships with local school districts, guidance counselors, and high school students and their families resulting in a 12% increase in concurrent enrollment over a two-year period;
- secured a \$1.2 million *Child Care Access Means Parents in School (CCAMPIS)* Federal Grant to expand on-campus childcare and assistance to students with financial need;

These examples demonstrate my proven leadership at a complex, dynamic, and innovative open-access institution of higher education, as well as my life-long commitment to inclusivity and equity. Further, these examples also demonstrate the results that can be obtained with intentional and thoughtful development of professional relationships that are rooted in trust, transparency, respect, inclusion, and integrity.

I take great pride in the fact these achieved have been built upon partnerships with students, faculty, and staff from across the institution using a collaborative work team approach. The use of collaborative work teams has ensured that multiple perspectives are heard, validated, and given equal consideration, while simultaneously using institutional data throughout the decision-making process.

Based upon my review of the position profiles, I would like to highlight three additional examples that demonstrate my proven leadership and skilled experiences that uniquely qualify me to serve as the next President of your institution.

Enrollment

During my time at Salt Lake Community College, I have served as the executive sponsor and led the work of the Strategic Enrollment Management Collaborative Work Team. As a result of this team's work, a completely re-engineered process was developed and implemented that eliminated barriers to admission for prospective students, significantly reduced the number of steps required to enroll, and replaced technology platforms in admissions and financial aid that aligned the college's eleven (11) campus. As a result, the number of new student applications for the fall 2019 semester were up 8% over the previous year.

Human Resources/Adjunct Faculty

While employed at the system office of Ivy Tech Community College, I served as the state-wide Director of Faculty Development and Student Life Initiatives. In that role, I was charged with developing institutional policies and practices, as well as professional development activities that supported adjunct faculty both inside and outside the classroom across the institution's 30 campuses and 75 education sites. As result of my work, nine (9) system-wide institutional policies were developed and approved to improve the work conditions and experiences of nearly 3,000 adjunct faculty across the state of Indiana. Some examples of policies include implementation of a mini-medical plan for adjunct faculty and their families; a fee-remission policy for adjunct faculty, their spouse, and dependent children; and the development of building standard requirements for renovation and new construction that included dedicated workspace for adjunct faculty.

Diversity, Equity, and Inclusion

Over the course of my career, I have been an advocate for underserved communities, and I have worked collaboratively across institutions and communities to build partnerships, relationships, secure resources, and processes that support under-served communities that results in personal and professional student success. Creating welcoming and inclusive communities is something that I am passionate about and during my time at Salt Lake Community College the following programs and initiatives have been established to help meet the needs of our underserved students and communities:

- established four (4) food pantries that operate in collaboration with the college's community gardens, student clubs and organizations, and the Utah Food Bank;
- created and funded Multicultural Student Success Coordinators (MSSC) within the Office of Diversity and Multicultural Affairs;
- established the Dream Center at SLCC's West Valley Center in partnership with the University of Utah;
- established a Gender and Sexuality Student Resource Center at SLCC's South City Campus;
- created a Division of Student Affairs Diversity Plan that includes action items to help continuing building an inclusive culture and recruit qualified job applicants to the college;

- implemented an on-site 2-day orientation, advising, and enrollment program at high schools with historically low college-going rates;
- worked collaborative with the SLCC Foundation and gained approval to award privately funded scholarships to undocumented students;
- implemented annual Division of Student Affairs Diversity Advocate Award to recognize outstanding individual professional contributions;
- worked in collaboration with the Dean of Students' Office and the SLCC's Chief Diversity Officer to implement procedures to report and respond to incidents of bias on SLCC's campuses; and
- implemented intentional and focused recruitment efforts for Latinx community which resulted in .98:1 college going ratio for LatinX students compared to Caucasian majority

While my current role at Salt Lake Community College is both equally challenging and rewarding and I have the benefit of working alongside outstanding colleagues at an institution that supports student access, student development, and student success, I am looking for new opportunities that continue to challenge my personal and professional development, as well as afford me to continue making a positive impact on the lives of students and communities. Through my experiences, I have a solid foundation in strategic leadership, planning and implementation, community development and engagement, collaboration, innovation, and effective communication at complex, dynamic, and innovative out-comes based institutions.

In closing, as a first-generation college graduate who knows and understands the power of higher education and who experienced the life-changing benefits of having some outstanding professional mentors and role-models, I have been afforded the opportunity to welcome, counsel, and motivate students, staff, and faculty alike during my career in higher education. I feel that what I have to offer Valencia College will equal or surpass my prior experiences and I am fully committed to working alongside students, faculty, staff, and communities to ensure individual and collective success. I reflect on these experiences and accomplishments with tremendous pride!

Sincerely,

A handwritten signature in black ink, appearing to read "Charles W. Lepper". The signature is fluid and cursive, with a prominent initial "C".

Charles W. Lepper, Ph.D.

Confidential Resume

Charles W. Lepper, Ph.D.

Summary of Qualifications

Extensive career in higher education with over twenty-years of leadership experience at 4-year universities and 2-year community colleges that includes strategic planning, grant and program development, faculty development, program assessment and evaluation, accreditation compliance, student success and retention, budget management, community outreach and partnerships, health and counseling, multicultural affairs, career services, academic advising and enrollment management that includes responsibility for admissions, financial aid, the registrar's office, course scheduling, and concurrent enrollment.

Served as an adjunct faculty member at community colleges, comprehensive regional universities, and research-intensive universities with over six (6) years of adjunct teaching experience, including three years as an adjunct faculty member in a doctoral program teaching courses on the college presidency and shared governance. Served as the state-wide Director of Faculty Development and Student Life Initiatives and as the Assistant Vice Provost / Assistant Vice President in the Office of the President at a state-wide comprehensive community college comprised of twenty-three (23) campus and over seventy (70) educational sites serving 200,000 students annually. Additional academic affairs experience includes serving as the Institutional Liaison to the Higher Learning Commission and accreditation process co-lead.

Currently serve as the Vice President of Student Affairs and Enrollment Management at Salt Lake Community College, a multi-campus comprehensive community college serving more than 60,000 students annually. Major accomplishments are listed below:

- stabilized and increased enrollment with 1.8% growth in Fall 2019, the first enrollment growth since 2011;
- developed and successfully implemented the *SLCC Promise* program that has awarded over \$3 million in scholarships to eligible students;
- implemented an electronic scholarship software that led to increase of scholarship applications and distribution of awards;
- implemented processes to auto-award embedded credentials within associate degree programs, which awarded over 1500 certificates during its first year of implementation;
- secured three Federal TRIO grants to support first-generation students and under-served communities;
- strengthened concurrent enrollment partnerships that resulted in a 12% enrollment growth over 2year period;
- re-engineered the Office of Academic Advising to align with College's guided pathway model using an intrusive case-management approach;
- secured a \$1.2 million *Child Care Access Means Parents in School (CCAMPIS)* Federal Grant to expand child-care access and services;
- received student and State of Utah approval for an \$18 million expansion for Jordan Campus Student Center;
- developed and implemented the On-Campus Internship Program that provides professional experiences for students on-campus that are linked to learning outcomes; and
- re-aligned College's academic course schedule to maximize space utilization and support student needs.

Additionally, serve as co-lead with the Provost for Academic Affairs to design, plan, and implement the College's Guided Pathways Model; aligning curriculum across six (6) schools for increased transferability within the Utah System of Higher Education (USHE).

Education

Certificate of Completion

Harvard University, Cambridge, Massachusetts
Graduate School of Education
Institute for Educational Management

Date of Completion: July 2017

Doctorate of Philosophy

Indiana State University, Terre Haute, Indiana
Emphasis: Educational Administration
Concentration: Educational Leadership, Administration, and Foundations
Dissertation Topic: *The Influence of a Lilly Endowment Grant to Recruit and Retain Part-Time Faculty in a Community College System*

Date of Graduation: May 2010

Master of Education

Grand Valley State University, Allendale, Michigan
Emphasis: Secondary, Higher, and Adult Education
Concentration: College Student Affairs Leadership
Thesis Topic: *The Americans with Disabilities Act of 1990 and Residence Hall Facilities: An Assessment of Grand Valley State University*

Date of Graduation: April 1998

Bachelor of Arts

Ball State University, Muncie, Indiana
Major: Human Resources and Personnel Management
Minor: French Modern Language

Date of Graduation: May 1996

Professional Employment

Salt Lake Community College – Salt Lake City, UT

Vice President for Student Affairs & Enrollment Management

July 2015 – Present

- Provide ongoing college-wide strategic leadership for the Division of Student Affairs comprised of approximately 250 full-time and 350 part-time employees with an annual divisional operating budget of approximately \$42 million at an eleven (11) campus comprehensive community college system serving over 60,000 students annually
- Supervise a highly collaborative team of six (6) executives that includes the Associate Vice President for Enrollment Management; the Associate Vice President for Student Success, the Assistant Vice President for Student Services, the Dean of Students & Assistant Vice President, the Senior Director for Planning & Implementation, and the Director of Athletics
- Responsible for the following functional areas college-wide: concurrent enrollment, academic scheduling, faculty support, campus & site administration, admissions, athletics, academic advising, career services, child care and family services, contact/call-center, disabled student services, diversity & multicultural affairs, financial aid and scholarships, orientation and student success, health & counseling services, international student services, registrar & academic records, student ID and campus card administration, student life & leadership, student volunteer services, testing services, TRIO programs, and veterans' services
- Executive Sponsor/Chair of: Arts and Cultural Events Committee, Commencement Committee, Increase College Participation Collaborative Work Team, Student Fee Board, Student Standards Committee, Technology Fee Board, Universal Access Committee, and SLCC Pathways Collaborative Work Team

Major Accomplishments: Co-led implementation of Guided Pathways; implemented needs-based *SLCC Promise* program; implemented auto-award process of certificates and other credentials; secured Federal TRIO grants; increase concurrent enrollment participation by 12%; secured \$1.2 million CCAMPIS Federal Grant to support childcare; secured \$18 million approval to expand Jordan Campus Student Center; established Multicultural Student Success Coordinators positions;

established four (4) food pantries; secured private scholarship funds to support Native American, Latinx, and student-athletes; established men's and women's soccer as sanction collegiate sport; established the Gender and Sexuality Student Resource Center; and stabilized enrollment and grew Fall 2019 enrollment by 1.2%, the College's first enrollment growth since 2011.

Tidewater Community College District Office – Norfolk, VA

Vice President for Student Affairs

July 2013-May 2015

Summary: Provided district-wide strategic leadership for the Division of Student Affairs for a four (4) campus comprehensive community college system serving over 46,000 students annually.

- Led a highly collaborative team of eight (8) executives that included the Associate Vice President for Student Success, the Associate Vice President for Recruitment, Admission, and Enrollment, the Director of Student Mental Health & Behavior, the College Registrar, four (4) campus-based Dean of Students and three college-wide administrators (Coordinator for Testing Centers, Coordinator for Educational Accessibility, and Coordinator for Student Engagement and Leadership)
- Led the following functional areas college-wide: central records/office of the registrar, advising and counseling, first-year student success, student activities and leadership programs, judicial affairs, disability support services, TRIO, recruitment and retention, and enrollment management

Major Accomplishments: Developed and implemented High School Career Coach program; established and implemented educationally-based judicial process that provided students with due-process; revised college-wide Code of Student Rights and Responsibilities; established practices to ensure procedural and policy compliance with Federal, State, and system statutes and requirements; established practices to ensure procedural and policy compliance with requirements set-forth by the Southern Association of Colleges and Schools (SACS); and established college-wide Title IX and sexual misconduct policies and procedures.

Ivy Tech Community College of Indiana – Indianapolis, IN Office of the President/State-wide System Office

February 2007 – June 2013

Summary: Provided state-wide strategic leadership while employed in various leadership roles within the Office of the President for the community college system in the state of Indiana which was comprised of twenty-three (23) campuses and seventy-five educational sites located throughout the state. These state-wide leadership roles included: Assistant Vice Provost/Assistant Vice President for Student Development Services, Institutional Liaison to the Higher Learning Commission, and Director of Faculty Development and Student Life Initiatives.

Assistant Vice Provost /Assistant Vice President for Student Development Services

July 2009 – June 2013

- Provided strategic leadership and on-going consultation for academic advising, multicultural affairs, academic success and retention, disability support services, judicial affairs, and career services across the system's twenty-three (23) campuses serving more than 200,000 students annually
- Collaborated with the College's fourteen (14) Chancellors, fourteen (14) Vice Chancellors for Academic Affairs, fourteen (14) Vice Chancellors for Student Affairs on policy development, implementation, and interpretation
- Partnered with academic affairs and workforce and economic development staff on issues related to transfer and retention and workforce development needs
- Developed and monitored of the office of student development services' budgets
- Developed and implemented programs that fostered student retention, course and program completion, and attainment of certificate, technical certificate, and associate degrees

Institutional Liaison to the Higher Learning Commission

August 2009 – January 2011

- Served as the college-wide coordinator of regional accreditation processes and procedures
- Served as the College's liaison to the Higher Learning Commission and was responsible for institutional communications and reports submitted to the commission regarding accreditation
- Coordinated the College's Higher Learning Commission accelerated associate degree program focus visits

Director of Faculty Development & Student Life Initiatives

February 2007 – July 2009

- Provided leadership and guidance for the College’s \$12.5 million Lilly Endowment grant to recruit and retain intellectual capital across the system’s twenty-three (23) campuses
- Facilitated system-wide adjunct faculty management program that included identifying, recruiting, retaining, orienting, developing, rewarding, and promoting adjunct faculty, as well as developed and implemented in-service programs and professional development activities to support instructional excellence
- Developed and implemented an adjunct faculty management program that included: on-line professional development activities; inclusion policy for adjunct faculty; adjunct faculty mentoring program; acquired access to medical, health, dental, and eye care insurance for adjunct faculty and their families; and approval of institutional fee remission policy for adjunct faculty, spouses, and dependent children

Major Accomplishments: Significant contributions to ten-year Higher Learning Commission accreditation process and co-authored Criterion Four narrative; re-engineered college-wide academic advising process, which included hiring and on-boarding fifty (50) new academic advisors; led implementation of Starfish Retention Solutions technology; developed and received approval for nine (9) college-wide policies focused to improve the recruitment, retention, and satisfaction of adjunct faculty; implemented college-wide career services technologies; developed and received approve for policies and procedures to govern academic advising, career services, disability support services; and judicial affairs

Ivy Tech Community College – Anderson, IN

Associate Dean of Student Affairs

February 2004 - February 2007

- Served as campus’ chief student affairs officer and provided strategic leadership for the Office of Admissions, Office of Academic Records, Office of Disability Support Services, Office of Financial Aid, Office of Career Services and Advising, and the Office of Student Life on a campus of over 2,100 students
- Coordinated outreach efforts at two satellite educational sites and developed community partnerships with external organizations that provided access to higher education for current and prospective students
- Coordinated “The Academy,” a dual-credit partnership with the local school district which was the first of its kind within the state of Indiana
- Collaborated with the Department of Workforce and Economic Development to provide non-credit educational opportunities to inner-city adults and youth
- Served as the director of the 4Community Network and provided county-wide leadership for career development activities for middle school students in partnership with the United Way of Madison County and The Lilly Foundation, Inc.

Summary of University Housing and Residence Life Professional Experience

Served in a variety of professional housing and residence life professional positions at four-year institutions. Major responsibilities included supervision of professional, graduate, and para-professional staff; development of programmatic efforts that supported the academic mission of the university; budget and facility management; and served as judicial officer for student behavior and conduct concerns. Positions held:

- Slippery Rock University – Slippery Rock, PA
Associate Director of Housing & Residence Education July 2002 – July 2003
- Indiana University – Bloomington, IN
Residence Manager June 2000 – July 2002
Assistant Residence Manager July 1999 – June 2000
- Western Michigan University
Residence Hall Director July 1998 – July 1999

Teaching Experience

Indiana State University – School of Graduate Studies

ELAF 891 – Internship/Practicum Course	Fall 2010, Fall 2011
ELAF 752 – Organization & Governance of Higher Education	Spring 2012
ELAF 687 – Higher Education in the United States	Fall 2012

NACADA Summer Institute Faculty

Summer 2011/Summer 2012/Summer 2013
 Summer 2014/Summer 2015/Summer 2016
 Summer 2018

Ivy Tech Community College

IVYT 120 – New Student Seminar (On-Line)	Spring 2007
IVYT 120 - New Student Seminar	Fall 2010 / Fall 2011/Fall 2012

Indiana University – Bloomington

U450 – Resident Assistant Training Course	Fall 1999/Fall 2000 / Fall 2001
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Western Michigan University

Non-Credit Alcohol & Substance Abuse Course	Fall 1998
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Grand Valley State University

Freshman Studies Course	Fall 1997
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College Service

Salt Lake Community College

Utah Board of Higher Education Student Fee Taskforce	August 2020 - Present
P-20 Collaborative Work Team	August 2019 – Present
Guided Pathways Collaborative Work Team	August 2019 – Present
Utah System of Higher Education, Chief Student Affairs Officers, Chair	June 2019 – Present
Strategic Enrollment Management Collaborative Work Team – Phase II	August 2018 - Present
Strategic Enrollment Management Collaborative Work Team – Phase I	August 2016 - Present
College Planning Council	August 2016 - Present
Utah System of Higher Education Chief Student Affairs Officers, Vice Chair	June 2017 – June 2019
Guided Pathways Implementation Team Co-Chair	January 2016 - Present
Joint Academic & Student Affairs Team Co-Chair	January 2016-Present
Commencement Committee	July 2015 – Present
Student Fee Board	July 2015 – Present
Athletics Advisory Council	July 2015 – August 2019

Virginia Community College System (VCCS) / Tidewater Community College

Chancellor's Budget Re-Alignment Taskforce	September 2013 – May 2015
VCCS BlackBoard Steering Committee	August 2014 – May 2015
TCC/ODU Admissions & Transfer Committee	July 2013 – May 2015

Ivy Tech Community College

Policy Consolidation Taskforce	August 2010 – June 2013
Strategic Plan, Strategy 1E, Co-Champion	March 2010 – June 2013
Academic Advising Expert Design Team, Co-Chair	March 2010 – June 2013
Strategic Plan 2010, Strategy 2D Committee	March 2010 – September 2011
Judicial Affairs/Student Code Committee	March 2010 – September 2011
Co-Curricular / International Initiatives Committee, Chair	March 2009 – July 2011
Higher Learning Commission Focus Visit, Chair	March 2010 – June 2010
Co-Curricular Taskforce	January 2008 – March 2009

Higher Learning Commission Self-Study, Co-Editor	February 2007 – March 2009
Higher Learning Commission Criterion IV, Co-Chair	February 2007 – March 2009
Adjunct Faculty Development Committee	February 2007 – July 2009
Higher Learning Commission Steering Committee	February 2007 – March 2009
Alcohol and Drug Education Committee, Chair	October 2004 – October 2007
TRiO/Lifesteps Grant Writing Committee	September 2004 – November 2004
Regional Student Affairs Officers Committee	February 2004 – March 2005

Slippery Rock University of Pennsylvania

Frederick Douglass Community Advisory Board	January 2003 – July 2003
Academic Initiatives Committee	July 2002 – July 2003
Division of Student Affairs Assessment Committee	July 2002 – July 2003
University Assessment Committee	July 2002 – July 2003

Indiana University – Bloomington

Gay, Lesbian, Bi-Sexual, Transgender Anti-Harassment Team	September 2001 – July 2002
Academic Initiatives Committee	August 2001 – July 2002
Professional Recruitment & Selection Committee, Chair	August 200 – May 2001

Relevant Community Service

Economic Development Corporation of Utah <i>Board of Advisors</i>	August 2020 - Present
Leadership Utah – Salt Lake Chamber of Commerce	August 2018 – Present
The HIVE – Salt Lake Chamber of Commerce	August 2018 – Present
The Navigators Academy – Salt Lake County	August 2017 – Present
Madison County Community Foundation <i>Lilly Scholarship Selection Committee</i>	January 2008 – June 2013
Indiana State University College of Education <i>Capital Campaign Co-Chair</i>	January 2008 – June 2009
Indiana Collegiate Action Network <i>Steering Committee Member</i>	December 2006 – March 2009
United Way of Madison County <i>Vision Council Member</i>	August 2006 – February 2007
Court Appointed Special Advocates – East Central Region <i>Board Member</i>	August 2006 – February 2007
Indiana Health Care Association Foundation <i>Board Member</i>	December 2005 – December 2008
Leadership Academy of Madison County <i>Member</i>	February 2005 – August 2005
Indiana Coalition to Reduce Underage Drinking <i>Board Member</i>	April 2005 – April 2008
Community Education Summit	March 2004 – February 2007
4Community Network	June 2004 – April 2006
Kalamazoo Area Women’s Festival <i>Planning Committee</i>	November 1998 – July 1999

Professional Service

NACADA AACSS Advisory Board	January 2020 – Present
USHE Student Affairs Officers Committee Chair	July 2019 – Present
USHE Student Affairs Officers Committee Vice Chair	July 2017 – July 2019
NASPA Western Region Board Member	April 2018 – Present
NACADA Summer Institute Faculty	August 2012 – August 2018
NACADA/CAS Standards Expert Review Panel	July 2012 - November 2012

Indiana University GLBTQ Anti-Harassment Team	July 2000 – July 2002
Conference for Indiana Student Staff Co-Chair	November 1999 – July 1999
GLACUHO Conference Programming Committee	January 1999 – January 2000
GLACHUO Sexual Orientation Issues Committee	January 1998 – January 1999
Resident Housing Association Advisor	October 1997 – July 1998
International Student Association Advisor	October 1997 – July 1998
Theta Chi Fraternity Advisor	November 1997 – July 1998

Relevant Professional Development & Training

NASPA National Conference <i>Vice President for Student Affairs Pre-Conference</i>	March 2018
NASPA National Conference <i>New Student Affairs Vice President Leadership Institute</i>	March 2017
IUPUI Center for Philanthropy <i>Fundraising School for Student Affairs Professionals</i>	
NACADA Summer Institute Participant	July 2010
Higher Learning Commission <i>PEAQ Pre-Conference Workshop</i>	April 2008
Learning College Summit <i>Getting Results Workshop & Certification</i>	July 2007
ACPA National Conference <i>Assessment Pre-Conference Workshop</i>	March 2006
National Council on Student Development <i>NCSA Leadership Institute</i>	November 2005

Higher Education Consulting Experience

Horry-Georgetown Community College	November 2019
Redlands Community College	November 2018
Minnesota State Community & Technical College	October 2017
Alamo Community College District	October 2017
Community College of Aurora	March 2017
Metropolitan Community College	September 2016
Central Oregon Community College	June 2016
Community College of Alleghany County	March 2015
Pennsylvania Highlands Community College	March 2015
Ohio Central Technical College	May 2013
Des Moines Area Community College, Urban Campus	February 2013

Select Regional and National Presentations

NASPA Western Region Conference <i>Assistant Vice President Institute Panelist</i>	November 2019
NACADA Region X Conference <i>Academic Advising Panel Discussion</i>	May 2018
NASPA Western Region Conference <i>Designing the Promise: SLCC's Promise Program</i>	November 2017
Higher Learning Commission Annual Meeting <i>Introduction to Community College Instruction</i>	April 2008
League for Innovation in the Community College <i>Getting Results: Community College Instruction</i>	March 2008

GLACUHO Regional Conference <i>Panel Discussion on Alcohol Use in Higher Education</i>	November 2005
State System of Higher Education Conference <i>Developing an Educational Student Conduct System</i>	May 2003
GLACUHO New Professionals Conference <i>Managing the Political Process in Higher Education</i>	October 2001
GLACHUO Regional Conference <i>Creating Your Flight Plan for an Academic Community</i>	November 2000
GLACUHO Regional Conference <i>Housing Considerations for Transgendered Students</i>	November 1998
GLACUHO Regional Conference <i>What Does ADA Mean for Us?</i>	November 1997

Awards and Recognition

NASPA Region V Outstanding Service to the Profession	October 2019
U.S. House of Representatives / Representative Julia Carson <i>Special Congressional Certificate of Appreciation</i>	March 2006
Madison County Community Foundation <i>Community Collaboration & Partnership Award</i>	March 2006
Central Atlantic Affiliate of College and University Residence Halls <i>Advisor of the Year</i>	February 2003

Publications

Designing the Promise: The Salt Lake Community College Promise Program (Taylor, J.T. & Lepper, C.W.) in The Role of Student Affairs in Advancing Community College Student Success (2020). Routledge: New York.

Designing the Promise: The Salt Lake Community College Promise Program (Taylor, J.T. & Lepper, C.W.) Community College Journal of Research and Practice (March 9, 2018).

The Influence of a Lilly Endowment Grant to Recruit and Retain Part-Time Faculty in a Community College System (Lepper, C.W.) Doctoral Dissertation (May 2010).

The Americans with Disabilities Act of 1990 and Residence Hall Facilities: An Assessment of Grand Valley State University (Lepper, C.W.) Master's Thesis (May 1998).

Margo L. Martin, Ed.D.

October 21, 2020

Dear Valencia College Presidential Search Committee Members:

I am excited to submit my application for the position of President at Valencia College. As a long-time resident of Florida, I was thrilled to see this opening at Valencia College, providing an opportunity to return to Florida, closer to family and friends. Additionally, as I read the position profile, I found that my education and professional background align quite well with the kind of leader Valencia College is currently seeking. I also recognize that the current health and economic crises have been challenging for all of us, and I am confident that the most recent efforts that I have been leading at my current institution have prepared me to guide Valencia College through the coming months and years as we navigate the pandemic and economic recovery together and reimagine the future of higher learning.

I bring experience in understanding current and emerging trends in higher education; developing and implementing strong internal policies, programs, and collaborations to promote student success, diversity, equity, and inclusion; building and sustaining significant community, business, and government partnerships; and playing an active role in college and community activities. My professional background in community colleges spans more than 30 years and includes progressively responsible administrative positions and experiences in two large, multi-campus community college settings. At my current institution, a Minority Serving and Hispanic Serving Institution that serves more than 35,000 credit students and 15,000 noncredit students across three campuses and numerous satellite sites, I have served as Vice President for Academic Affairs as well as Acting President and, for one semester, assisted our new college president during his transition.

The position profile states that Valencia is seeking an individual who is “an experienced and innovative leader who is intellectually curious, takes informed risks, demonstrates strong execution skills and achieves results.” I joined the College of Southern Nevada during a tumultuous time: the college was on warning with the Northwest Commission on Colleges and Universities (NWCCU) as well as with the U.S. Department of Education (USDOE); the Nevada Board of Regents had mandated an organizational restructuring of CSN; the college’s strategic plan had not been fully approved by the Board; graduation rates hovered at 7%; the Nevada System of Higher Education had hired a new chancellor; and the CSN President announced his intention to retire less than two months after my arrival. Within a few months, I was asked to serve as the Acting President of the college. Key tasks included working with NWCCU to resolve

the accreditation warning status, addressing the USDOE's concerns regarding financial aid compliance issues, implementing the mandated reorganization of the college, and organizing a high-functioning team to prepare for the college's mid-cycle accreditation visit, which was slated to happen within the year. I share this information because as I led the college during this difficult time, I received a vote of no confidence from the 36-member Faculty Senate after having been at the college for only two years. Despite this unfortunate turn of events, I am pleased to report that the college completed a successful mid-cycle accreditation visit, resolved its financial aid issues and is now recognized by the USDOE as a model for best practice, and returned to and remains in good standing with NWCCU; the strategic plan is sound; the graduation rate is currently at 14% and on the rise year over year; and the reorganization of the college is well underway. And I have rekindled and strengthened relationships with members of the Faculty Senate as well as the Nevada Faculty Alliance. We are moving forward!

So why do I do this work? I am energized by the challenging work of community colleges. I enjoy identifying persistent problems and barriers facing students and the community and finding ways to solve these challenges. Additionally, I am interested in establishing and building on collaborative partnerships to develop and implement creative solutions that result in innovative programs and degrees that will benefit the region, preparing Valencia students to engage as future leaders and to prosper in their respective communities. I started my community college career as an adjunct instructor and writing lab tutor, and I have nine years of full-time community college teaching experience, earning tenure status. As my schedule allows, I have continued to teach as an adjunct instructor. I also spent several years as a multidisciplinary department chair at an urban campus, providing me with many opportunities to hire and work directly with diverse students, faculty, and staff. Additionally, I have worn the hats of both an academic dean and a student affairs dean, and I have served in executive district-level positions. I understand the student life cycle and the rhythm of a community college campus, and I also understand the cadence and pace at the senior executive level.

I earned my doctorate from the University of North Florida in educational leadership, and I was awarded the Thomas Mulkeen Award for Outstanding Dissertation Research for the work that I completed while at UNF. My research focused on the connection among computer-mediated communication, course completion rate, and achievement in relation to distance education and the English composition student. Early on, I was bitten by the "continuous improvement" bug. How can I do more to help students? How can I help faculty and staff do more to help students and one another? If you don't "own" your data, then you will struggle to improve.

Once an institution understands its data, then the team can begin to make decisions, develop strategies, and tie institutional resources to the strategic plan. Guiding the launch of Valencia College's new strategic plan and serving as a responsible steward of Valencia's current and future resources through collaborative institutional planning and transparent implementation and oversight would be my approach as President. In my varied administrative roles, I have collaboratively led the annual development, facilitation, and assessment of strategic plans and

their respective budgets for campuses, disciplines, and district-level organizational units as well as nonprofit organizations, partnering with internal and external stakeholders through focus groups, environmental scan tools, and transparent sharing and updating of plans via technology tools such as Taskstream. Each year's data-informed planning and assessment resulted in any number of enhancements and changes, including program development, revitalization, and inactivation when necessary, facilities redesign and remodeling, and faculty and staff hiring and reallocation among various sites, all of which impacted annual budgeting and forecasting. Understanding one's organization and recognizing when significant change is needed so that the organization continues to be relevant and effective are key requirements of a President.

I have extensive experience with complex, multi-million-dollar, college-related budgets. I currently oversee all Academic Affairs Division budgets that are the largest portion of a \$155 million budget at the College of Southern Nevada. During the past three years, I have actively engaged in and led the annual development and presentation of the college-wide budget to our chancellor, the Board of Regents, and State of Nevada legislators. During this pandemic, my colleagues and I facilitated a shared governance approach to a Budget Reduction Task Force as we braced for a 20% budget cut and impending furloughs for the 2021 fiscal year. By including all stakeholder groups in the work, we made difficult decisions as a team and communicated broadly to the college community through weekly online town halls and frequent newsletters and email updates.

I have also provided leadership in fiscal management as a board member for the nonprofit Learn to Read, Inc. in Jacksonville, Florida, which I share with you because it represents another example of decision-making in times of adversity. In November 2009, the Board was forced to temporarily suspend operations due to the economic downturn in Northeast Florida. It became clear to the Board that Learn to Read could no longer provide much-needed services to our community under the same business model. It was imperative that we actively seek external partnerships and develop a strategic plan for more efficient budgeting and operations if we were to reopen. My efforts were instrumental in leading the Board to draft a new business plan for the organization, narrowing the mission, reducing staff and reorganizing job duties, and developing a three-year budget that reduced costs by 40% during the first year and 30% during the second year. I also led an aggressive six-month fundraising initiative, securing funding from local business leaders, foundations, grants, and the Learn to Read Board between December 2009 and May 2010 and collaboratively negotiated for facilities use with the City of Jacksonville and the Jacksonville Public Library, which enabled Learn to Read to reopen in May 2010 at the Main Branch of the Public Library. Throughout this process, I was the lead communicator for the organization, sharing updates with the staff and the media, appearing on news programs, presenting to other community boards, speaking at city council meetings, and engaging directly with government officials. To date, Learn to Read is thriving – it has regained the trust of original funders, secured new funding sources, and reached a stable \$325,000 annual budget, enabling Learn to Read to expand its programs and ensuring the 50-year-old organization's future sustainability.

I understand that the Valencia College community is attuned to access, diversity, and inclusion and welcomes a significant number of international students. At the College of Southern Nevada (CSN), we have established international education partnerships with higher education organizations in Japan, Korea, and Mexico. We are also actively engaged in the recruitment of international students, recognizing the value that international student and faculty exchanges can bring to the college and the community. My work during the past several years has also focused on such current trends as access and equity issues, global engagement, service learning and civic engagement, AAC&U's high impact practices, and the use of technology to promote student persistence and completion. At CSN, we are working closely with Complete College America, the Lumina Foundation, and Achieving the Dream (ATD) to develop and implement strategies that lead to student persistence, success, completion, graduation, and/or transfer, and through this work, we are beginning to realize remarkable success, which has resulted in our Lumina Talent Hub and ATD Leader College of Distinction designations. Most recently, we have begun to address social challenges that our students face, such as food insecurity, homelessness, childcare, mental health, and transportation. We were better prepared to address the pandemic because of this early work, and we complemented these efforts by instituting a robust emergency fund and as well as a laptop/hotspot loaner program and are laser-focused on enabling all students to graduate debt-free. These are ongoing efforts that align with much of the Valencia job profile, and I look forward to the opportunity to continue the dialogue with you.

I am also interested in growing Valencia's student pipelines. While Valencia's recruitment of high school graduates is growing, there is an opportunity to draw in more of those graduates to Valencia. Additional opportunities involve partnering even more closely with local schools to promote such programs as dual and concurrent enrollment and minority support programs as well as considering Early College initiatives and Career Academy models, which I have collaboratively developed and implemented.

Sustainable campus facilities, grounds, and technology infrastructure are also key areas of focus for Valencia College as reflected in the profile. I have had the opportunity to participate in the renovation, design, and construction of numerous buildings. Recognizing the importance of improving learning experiences for students and teaching experiences for faculty, I seized the opportunity to solicit inputs from faculty and staff about a significant renovation project as we initiated the design and installation of "smart classroom" equipment as well as laptop and iPad classrooms. To see a significant increase in the level and quality of teaching and learning that happens in a state-of-the-art classroom that has flexible furniture and high-tech tools for each student is dramatic. Understanding such tools as well as innovative learning management and early alert systems and the ways in which they can enhance the learning process is critical as an institution expands its use of technology and explores more diverse delivery methods and platforms. And since the pandemic and the rapid transition to remote learning, we all have learned a great deal, and I anticipate that future instruction – and the campus environment – will look different as we rethink and retool higher education moving forward. Additionally, in an

effort to streamline operational processes and improve student interactions with the college through technology, at FSCJ I led an Enterprise Resource Planning (ERP) integration of 25 Live room-scheduling software with a college-wide PeopleSoft implementation and the development and testing of the class-schedule-building PeopleSoft module. My ability to understand, anticipate, and support such needs is important, ensuring that facilities and IT administrators as well as academic and student affairs leaders at the college have the fiscal means to provide students, faculty, and staff the educational resources that they will need to be successful.

I recognize that a significant number of Valencia students are first generation, and the majority are from minority communities. Serving diverse student populations and bridging achievement gaps are a part of Valencia's institutional goals. My own commitment to diversity, inclusion, and equity is evidenced in my successful efforts to recruit and hire a diverse faculty and staff, my classroom teaching content, and my personal and professional development. My professional development has enabled me to lead well-informed college-wide and community partnerships and initiatives that provide opportunities for students, faculty, and staff to develop diversity, equity, and inclusion programming and to share with and learn from one another through readings, performances, celebrations, films, keynote speakers, workshops, discussions, and so forth. Under my leadership, the Academic Affairs Division has developed diversity, equity, and inclusion goals and metrics to foster recruitment, retention, and success of underrepresented staff and students. I am currently leading a spirited group of faculty and staff to address achievement gaps in our black and African American student population through NWCCU's Academy for Retention, Completion and Student Success (ARCSS). During this time of pandemic and ongoing racial injustice, we have continued our executive leadership training on diversity, equity, and inclusion, and in an effort to directly engage in crucial conversations, I have facilitated several discussions on the following books: *White Fragility* by Robin Diangelo and *How to be an Anti-racist* by Ibram X. Kendi.

According to the position profile, one of the immediate tasks of the new president will be to "add new members to a high-performing senior leadership team." Higher education leaders face daunting challenges that cannot be overcome in isolation. It takes collaboration and deep commitment from a team to solve problems and to ensure that we are providing the very best opportunities for students so that they can realize their dreams. I enjoy building effective teams that include both faculty and administrators and that achieve great things for students. In my daily work, I value shared governance, fostering opportunities to communicate broadly and frequently and giving a voice to internal and external stakeholders. Pre-pandemic, I had a track record of being visible and accessible on our campuses and in the community. I hosted monthly open forums, rotating open office hours at our three main campuses, and crafted a monthly newsletter; these efforts have moved to the virtual environment, and often result in messages such as this one: <https://www.youtube.com/watch?v=306yQXo1LZ0> . My office door is always open (even virtually via Microsoft Teams!), and my direct phone number is published in the college directory – anyone can reach me directly, one on one. When I am out and about, I wear

my nametag everywhere. I find that it provides an invitation for people to stop me and ask questions whether I am on campus, in the grocery store, or at a restaurant during lunch. Students and staff call me “Dr. Margo” and know that they can reach out to me, even if their query or concern is not in my direct sphere of influence. I connect my extensive community involvement to my college involvement (and vice versa) whenever there is potential for synergy. These efforts toward transparency build trust among diverse groups, promoting cooperation toward setting and achieving common goals. This is the kind of work that can be achieved only if it is embraced by faculty, staff, and community stakeholders alike.

Undoubtedly, building solid relationships is the key to moving forward with the good work of community colleges. I have had many opportunities, internally and externally, to hone my consensus-building, integrative leadership skills on many fronts in the last twenty-plus years, forging partnerships via economic and community development efforts by generating collaborative responses and promoting solutions to college, community, and workforce needs. For me, being a part of the community when you are a member of the “community’s college” is simply the natural order of things. I look forward to the possibility of engaging with the greater Metro Orlando community that Valencia serves. In closing, I am confident that I could strengthen and extend current Valencia College connections in the role of President, not only by my own direct involvement, but by valuing and promoting this type of work among the entire Valencia College community.

I am very excited about this opportunity, and I believe that not only are my experiences and professional interests clearly aligned with the goals and expectations of the role of the President, but so, too, are my ability to continue to navigate through this pandemic, to guide the college toward greater diversity, equity, and inclusion for students and staff, and to reimagine the future of higher education at Valencia College as your next President. I look forward to further discussion regarding this position.

Sincerely,

Margo Martin

Margo L. Martin, Ed.D.

EDUCATION

Doctor of Education in Educational Leadership, 2000
Master of Arts in English, 1988
Bachelor of Arts in English and Earth Science, 1986

University of North Florida, Jacksonville, FL
Stephen F. Austin State University, Nacogdoches, TX
Stephen F. Austin State University, Nacogdoches, TX

PROFESSIONAL LEADERSHIP DEVELOPMENT

Diversity & Inclusion – Strategic Planning & Executive Coaching
Diversity, Inclusion, & Biases Leadership Training
Access Las Vegas Leadership Institute
Executive Leadership Institute
Academy for Advanced Leadership
Florida Leadership Academy
Florida Community College System Chancellor’s Leadership Seminar

Sawgrass Group, Las Vegas, NV
Innovations International, Las Vegas, NV
Metro Chamber, Las Vegas, NV
League for Innovation, Phoenix, AZ
The Chair Academy, Mesa, AZ
The Chair Academy, Mesa, AZ
Florida Department of Education, Division of
Community Colleges and Workforce
Education, Tallahassee, FL

EXECUTIVE MANAGEMENT & LEADERSHIP EXPERIENCE

COLLEGE OF SOUTHERN NEVADA

Vice President for Academic Affairs

June 2017-February 2018/ January 2019-Present

Responsibilities and Key Initiatives:

- Provide vision for and oversight of all credit and noncredit academic areas to include CSN’s six schools, dual and concurrent enrollment, and student support services in the areas of e-learning, libraries, and student success centers; oversee a \$90 million budget at a multi-campus college that serves 35,000 credit and 15,000 noncredit students; oversee athletics, institutional research, and accreditation efforts and served as the college’s Accreditation Liaison Officer through December 2019; provide oversight for initiatives with Achieving the Dream, Complete College America, and the Northwest Commission on Colleges and Universities (NWCCU) Academy for Retention, Completion, and Student Success; served as lead negotiator for collective bargaining efforts, securing the ratification of CSN’s first collective bargaining agreement in June 2020. In partnership with the Chiefs of Police from the City of Las Vegas and North Las Vegas, oversee the Southern Nevada Regional Police Academy.
- In response to COVID-19, led the Academic Continuity Response Team to ensure the migration of all instruction, academic support, and academic affairs operations into a remote, tele-commuting environment; contributed to the increased communication strategies to include weekly town hall teleconferencing sessions with staff and students and restructuring of the college’s shared governance model to include a budget reduction task force that engaged all employee stakeholder groups; ensured that faculty and students had access to just-in-time training and technology tools to adapt quickly to the remote environment.
- Participated on the Title V HSI grant team to secure \$2.9 million for the 5-year project *El Mapa Matemático/Math Map*.

- Partnered with CSN's Foundation to connect and leverage community resources and interests with CSN student, programmatic, and facility needs; collaboratively worked to secure a \$6 million match as seed money for a new Health and Sciences Building and \$180,000 for student emergency fund in response to the pandemic.
- Engaged with the Governor's Office of Economic Development (GOED), the Office of Innovation and Technology (OSIT), the Office of Workforce Innovation (OWINN), Las Vegas Global Economic Alliance (LVGEA), Nevada System of Higher Education (NSHE), Workforce Connections Local Workforce Development Board, and numerous business and industry leaders such as Tesla, Panasonic, Penta Construction, Valley Health Systems, and Switch to secure grant funding and to develop apprenticeship opportunities and just-in-time training and curriculum to meet regional workforce needs.
- Fostered a bridge between the Department of Workforce and Economic Development (DWED) and the Academic Schools to develop noncredit-to-credit pathways for nontraditional students.
- Initiated an organizational restructuring to launch an Office of Institutional Effectiveness to include institutional research, assessment, accreditation, and strategic planning; served as executive sponsor for the procurement and implementation of the Watermark assessment management system, and Academic Affairs lead for planning and assessment.
- Collaboratively worked with Clark County School District leaders to expand dual and concurrent enrollment opportunities in our high schools and increasing enrollments by streamlining faculty credentialing, course scheduling, student registration, and faculty orientation and providing support to CSN staff to complete this work; beginning the development and launch of CTE Academies and Early Colleges in partnership with the school district, the Nevada Department of Education, and business and industry partners.
- Collaborated with Nevada State College (NSC), University of Nevada Las Vegas (UNLV), Western Governors University, and Sierra Nevada College to tighten 2+2 agreements, ensuring that students transfer seamlessly in their junior year. Collaboratively worked with Faculty Senate to revise the curriculum approval process to a more transparent, college-wide curriculum recommendation process that enables the entire college community as well as the executive leadership team to review proposals and to ensure that CSN is providing clear pathways that lead to program/degree completion and that meet 30-credit/60-credit thresholds.
- Collaboratively worked with deans and department chairs as well as key academic and student affairs staff to develop a more cohesive, comprehensive class scheduling process that promotes degree completability and addresses the need for place-bound students to be able to make a full schedule at their respective campuses.

Interim Vice President of Transition Activities

August 2018-December 2018

Responsibilities and Key Initiatives:

- Assisted the new CSN president with various transition activities, such as internal/external governmental relations, chamber of commerce and board representation, and presentations for upcoming Board of Regents, legislative, and community meetings.
- Oversaw Athletics as well as CSN Foundation activities to include recruitment and hiring of a new Foundation Executive Director and Capital Campaign Consultant.
- Oversaw Emergency Management Services to include safety drill planning and facilitation, new and ongoing safety trainings via CAPE, and a Safety Audit RFP.
- Recommended and facilitated an IT Infrastructure and Organization Audit that resulted in the creation of a Chief Information Officer position, an RFP for revised IT services, and a new vendor contract, saving the college millions of dollars over the next five years.
- Served as lead negotiator on collective bargaining efforts.
- Actively transitioned Interim VPAA responsibilities to my supervision: Accreditation Liaison Officer; Academic Affairs Council - Nevada System of Higher Education (NSHE); oversight of 6 Schools, Division of Workforce and Economic Development (DWED), Institutional Research, and Office of Sponsored Projects; Libraries, Centers for Academic Success, High School Partnerships, Prison Education, and Adult Education.

- Coordinated, facilitated, and collaborated on numerous compliance requirements: Institutional Effectiveness Council launch; Financial Aid Audit response and recertification application; Gainful Employment reporting; Accreditation reporting and NWCCU Mid-cycle visit.

Acting College President

February 2018-August 2018

Responsibilities and Key Initiatives:

- Provided oversight for all Vice Presidents, Emergency Management Director, Marketing and Communications Executive Director, Office of Technology Services, Diversity and Inclusive Learning, Nevada Promise, Director of Athletics, and Strategic Planning; oversaw \$155 million budget.
- Represented and promoted CSN in the community, to the Institutional Advisory Council and CSN Foundation, and with government entities such as the Nevada Board of Regents, the Nevada System of Higher Education, and actively engaged with the U.S. Department of Education as well as local, state, and federal legislators and community organizations in Nevada and Washington, D.C.
- Facilitated the ongoing implementation of the decentralized Multi-campus District Model, including the launch of the first VP/Provost position at the Henderson Campus, interim reorganization of various college units to address gaps and concerns, and the development of two new VP/Provost job descriptions.
- Promoted CSN's employee giving campaign in addition to the College's capital campaign and CSN Foundation gala to support the new Health and Sciences Building at the Henderson Campus; established successful "friendraising" with key community philanthropists, collaboratively raising \$3 million (matching pledge)/\$125,000 (gala total) toward the Health and Sciences Building.
- Established, trained, and prepared a team for the College's fall 2018 mid-cycle accreditation report and site visit by NWCCU.
- Coordinated and promoted three additional multi-unit assessment workshops to focus specifically on assessment efforts in the non-academic units of the college to create measurable strategies that promote student success.
- Identified gaps in emergency management planning and directed an update of the CSN "3 deep" emergency management plan; conducted the first of a series of tabletop exercises with the executive leadership team; established a schedule of on-campus trainings and drills and established a training schedule for the 2018-2019 academic year.
- Reconvened the CSN Strategic Planning Committee to address misalignments among the NWCCU Core Themes, goals, metrics, and strategies to present a stronger Strategic Plan for president/ chancellor/Board of Regents review.
- Launched the Nevada Promise last-dollar scholarship initiative in Southern Nevada, ensuring that the CSN Nevada Promise team had adequate support to recruit, train, and match mentors with mentees, resulting in 70 group training/mentor-mentee pairing sessions and 700+ qualified students starting classes at CSN in fall 2018.
- Implemented the legislated Prison Education program, delivering college-credit and apprenticeship opportunities to 50 incarcerated men and 50 incarcerated women annually.
- Identified technology infrastructure gaps and initiated an RFP for core-switch infrastructure refresh as well as consulting services to assess CSN's current technology infrastructure and organizational model.
- Facilitated several key collaborations among community agencies and other NSHE institutions: the first Freshman Academy between UNLV and CSN; \$275K Lumina Foundation/Kresge Foundation Grant partnership among OWINN, NSHE, CSN, and United Way to develop a Las Vegas Talent Hub; \$384,500 Complete College America Metro Momentum Pathways grant partnership with UNLV and NSC to develop a Las Vegas Metro Momentum Site; \$1 million Governor's Office of Science, Innovation, Innovation, and Technology grant to recruit, retain, and graduate minority and underrepresented students in STEM programs at CSN.

FLORIDA STATE COLLEGE AT JACKSONVILLE**Dean of Academic Engagement – District Office****July 2016-June 2017****Associate Provost – District Office****August 2014-June 2016***District-wide Responsibilities and Key Achievements:*

- Engaged the community as the college's liaison on college initiatives and grant-funded projects that involved local and national nonprofits and governmental agencies; examples include the FSCJ YearUp Corps, Mayo Clinic, STEM2 Hub, the Jacksonville Science Festival, Family Foundations, the World Affairs Council Jacksonville, Global Jax, Earth Day Jacksonville, the Community Nutcracker, and the Central American Youth Ambassador grant program.
- Executed the implementation of the Precision Scheduling initiative, including schedule development, class encoding, and enrollment management to ensure program completability and to improve student retention and completion rates across all five campuses and respective centers – multi-campus district scheduling model.
- Led the Enterprise Resource Planning (ERP) integration of 25 Live room scheduling software with the college-wide PeopleSoft implementation and the development and testing of the schedule-building PeopleSoft module.
- Developed and promoted Achieving the Dream initiatives in the areas of Engagement, Communication, and Teaching and Learning.
- Contributed to local, regional, statewide, and national meetings and discussions as the college's liaison regarding collegiate honors council and global education initiatives.
- Supervised the Executive Dean of College-wide Library Learning Commons and the Director of the Office of Innovation and Professional Development, including the college's International Conference on College Teaching and Learning and the faculty-led Center for Learning Enrichment; oversaw the new Center for Civic Engagement, the development of the new Honors College, and college-wide coordination of service learning.
- Coordinated the annual development of the academic calendar and revision of the faculty handbook, involving administrators, staff, and faculty from across the college.
- Fostered the faculty-led redesign of the Center for Learning Enrichment faculty professional development group; results included a new vision for the Center, aligning the Center's work with the college's strategic plan, updating the vision of the International Conference to reflect current national trends and discussions in higher education, and developing and delivering enrichment programming for full-time and adjunct faculty as well as students; identified and implemented cost-saving modifications to the International Conference.
- Spearheaded short-range and long-range planning to develop and deliver a revitalized Study Abroad program, a global distinction endorsement, and a globalized curriculum; received a \$35,000 grant from the U.S. Department of State to bring two cohorts of international students to Jacksonville for an academic/leadership experience.

Dean of Arts and Sciences – South Campus**July 2013-July 2014***Responsibilities and Key Achievements:*

- Hired, supervised, and evaluated 100+ faculty in the communications and social and behavioral sciences departments, and supervised campus dual enrollment, early college, and dean's office staff.
- Planned and facilitated dual enrollment and adjunct faculty orientations and campus-based professional development activities for both full-time and adjunct faculty.
- As a SACSCOC host team leader, collaboratively planned and executed a successful reaccreditation visit.
- Managed budgets, enrollment, and strategic planning; developed the class schedule across two campuses; coordinated Student Life Skills, dual enrollment, and Early College efforts; provided administrative oversight of the FSCJ Forensics team activities and tournaments.

- Initiated a partnership between the National Council of Instructional Administrators (NCIA) and the college, organizing NCIA's professional development track for the March 2014 International Conference on College Teaching and Learning.
- Collaboratively developed and launched the first full-day professional development preconference workshop offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP) Conference co-hosted by Florida State College at Jacksonville and Duval County Schools in October 2013.

Dean of Liberal Arts – South Campus/Deerwood Center

July 2008-June 2013

Responsibilities and Key Achievements:

- Hired, supervised, and evaluated 100+ faculty; guided and supported full-time faculty in terms of the instructional environment, professional development, transition from annual contract to continuing contract, and development of research-based Learning Outcome Enhancement Plans; executed campus-based professional development activities for both full-time and adjunct faculty.
- Managed budgets and enrollment; developed the class schedule for two campuses; coordinated Student Life Skills efforts; planned and executed dual enrollment and adjunct orientations; provided administrative oversight of the Forensics team activities and tournaments.
- In collaboration with other South/Deerwood deans and faculty, increased daytime enrollment by 30% at Deerwood through course scheduling changes and leveraging of faculty resources between the two sites; co-facilitated the planning and development of workshops, open forum sessions, roundtables, and colloquia for full-time and adjunct faculty via the South/Deerwood Professional Development Committee.

Dean of Instruction and Student Success – Deerwood Center

February 2005-June 2008

Responsibilities and Key Achievements:

- Supervised career and administrative staff as well as 19 full-time faculty. Responding to enrollment growth, led Deerwood in strengthening its faculty and staff ranks by securing funding and hiring new library, advising and support staff, six new faculty, and an associate dean.
- Provided leadership to students, the campus advising team, the full-time and adjunct faculty, the library, the student learning specialist, and the dean's office support staff; resolved student challenges, facilitating the student appeals process, both academic and financial, and handling student-employee conflicts and disciplinary issues.
- Led budget management, enrollment management, strategic planning, and community engagement initiatives.
- Collaborated with architects, interior designers, contractors, faculty, staff, and other administrators on the design and construction of 80,000 square feet of instructional space.
- Oversaw grant-funded Quality Enhancement Plan (QEP) activities that were faculty-driven and advisor-driven—Action Advising, Prep Rally, and mentoring projects were successful initiatives. Supported the growth of co-curricular projects in the form of learning communities and service-learning projects at Deerwood, guiding faculty to align these projects with curriculum-based learning outcomes.
- Co-chaired the Career Ladder Work Team, a community stakeholder subcommittee of the Mayor's Early Literacy Policy Council tasked with developing improved training and educational opportunities for childcare workers in early learning centers; launched common course curriculum for CDA Plus articulated programming.

Dean of Liberal Arts and Adult Education – Downtown Campus

November 2000-January 2005

Responsibilities and Key Achievements:

- Oversaw liberal arts, workforce, adult education, and community education programs, staff and services of the library and the learning center; supervised staff and faculty from liberal arts, adult education, and workforce disciplines.

- Engaged as a member of the General Education Task Force in preparation for SACSCOC reaccreditation; facilitated course outline review and revision for all Communications Department courses.
- Executed the development and implementation of the Polytechnic Academy model for adult studies at Downtown Campus via a \$350,000 Tech Prep Demonstration Grant from the U.S. Department of Education; this project involved collaboration between student success staff and instructional staff, resulting in a complete redesign of intake, assessment, placement, advising, curriculum, class scheduling, and standards of academic progress.
- Orchestrated the development of a new college-wide Education Department and the initial drafting of the Educator Preparation Institute plan. Secured a \$250,000 Florida Department of Education grant to implement the Teach First Coast Educator Preparatory Institute; implemented the following initiatives between 2002 and 2005: Professional Development and Recertification of Teachers, Substitute Teacher Training for Duval County, the Paraprofessional Program, Alternative Certification, development of a Career Ladder Model for increased articulation between the CDA Certification and the A.S., A.A., and bachelor's degrees, and program review of all education courses.
- Coordinated the launch of the Florida State College at Jacksonville/Bethel Baptist Summer School partnership project in 2003, impacting more than 600 high school youth; developed and facilitated the implementation of Kids' College, a successful, three-year summer camp initiative that impacted more than 140 middle-school and high-school youth, providing them with a two-week exposure to college life.
- Chaired the Career Ladder Work Team, a multi-organizational group that reviewed current research in early learning, identified best practices, and designed pilot projects in an effort to improve training and educational opportunities for child care workers in early learning centers.
- Launched biotechnology programs, executed development of the PSAV Biomedical Engineering Certificate, co-developed the Accelerated Business Degree Partnership with Open Campus; implemented and received Chancellor's commendation for State-wide Sector Strategies Grant for Building Construction Program.

TEACHING EXPERIENCE

FLORIDA STATE COLLEGE AT JACKSONVILLE – JACKSONVILLE, FL

- Tenured Full-time English Professor and Multidisciplinary Department Chair August 1991-October 2000
- Adjunct Professor – English and Student Life Skills November 2000-2017

UNIVERSITY OF NEBRASKA – LINCOLN, NE

- Adjunct Professor – Community College Leadership (Graduate Level) Fall 2009, Summer 2011

AFRICAN VIRTUAL UNIVERSITY, WORLD BANK – WASHINGTON, D.C.

- Adjunct Professor – English Fall 1999

NOVA SOUTHEASTERN UNIVERSITY – JACKSONVILLE, FL

- Adjunct Professor – English Fall 1997, Spring 2000

AWARDS & RECOGNITION

- District Board of Trustees Award for Community Service, Florida State College at Jacksonville, 2011
- President's Award for Leadership and Service, Learn to Read, Inc., 2009
- District Board of Trustees Award for Community Service Nominee, Florida State College at Jacksonville, 2009
- Thomas Mulkeen Award for Outstanding Dissertation Research, University of North Florida, 2001
- Teaching Excellence Award, National Institute for Staff and Organizational Development, 2000
- Outstanding Faculty Award, Florida Community College at Jacksonville, 1999

PUBLICATIONS, PAPERS, & REVIEWS

- *Research for Writers: Advanced English Composition*, Joe Davis, Margo Martin, and Charles Smires, Kendall/Hunt Publishing, 2002, 2015
- *2005-2006 Annual Report for the Jacksonville Early Literacy Partnership, Year One Implementation*, contributing author, Career Ladder Status Report, January 2006
- Review of *ERhetor*, a text proposal by Dr. Susan Perry and Harryette Brown for Prentice Hall, May 2004
- *The Connection between Computer-mediated Communication, Course Completion Rate, and Achievement in Relation to Distance Education and the English Composition Student*, Dissertation, University of North Florida, December 2000
- "The Theme of Survival in Cynthia Ozick's *The Shawl*." *RE: Artes Liberales* Spring/Fall 1988

SELECTED PRESENTATIONS

- Inter-American Organization for Higher Education: *La Educacion en Linea – Buenas Practicas para Disenar tu Propia Experiencia*, co-presenter with Dr. Federico Zaragoza, Patty Charlton, and Juanita Chrysanthou, August 2020
- Office of Science, Innovation, and Technology: *STEM Education Panel Discussion*, panelist, January 2020
- University of Nevada Las Vegas Graduate Class: EDH 742 Academic Governance in Higher Education: *Shared Governance in the Community College*, guest speaker, March 2019
- American Association of Community Colleges IT Committee Annual Conference: *The Grand Debate*, co-presenter with Dr. Camille Naaktgeboren, February 2019
- Clark County School District/CSN Institutional Affairs Council Counselor Tour: *Connecting Regional Workforce Needs to Higher Education Opportunities – Understanding the Middle Skills Gap and Opportunities for High School Graduates*, co-presenter with Dr. Michael Spangler, Dr. Marcus Johnson, Dr. Pete Lanagan, and Dr. Nancy Brune, February 2019
- Latino Youth leadership Conference Luncheon Panel Discussion: *Personal Pathways to Higher Education*, co-presenter with NSHE Chancellor Thom Reilly, NSC President Bart Patterson, DRI President Kristen Averyt, and UNLV Provost/Executive Vice President, February 2018
- Certified Commercial Investment Members Luncheon Panel Discussion: *Education as an Economic Driver*, co-presenter with Antonio Real, Clark County School District, and Nancy Rappaport, University of Nevada Las Vegas, April 2018
- Ellucian Chief Information Officer National Conference Presentation and Presidents Panel Discussion: *The Role of the CIO – A Community College President's Perspective*, co-presenter with Dr. Al Roberts and Dr. Dale Nesbary, April 2018
- Leadership Las Vegas Panel Discussion: *Higher Education in Southern Nevada*, co-presenter with NSHE Chancellor Thom Reilly, NSC President Bart Patterson, DRI President Kristen Averyt, and UNLV Provost/Executive Vice President, February 2018
- American Association of Community Colleges Annual Convention: *Filling the Leadership Void: A Regional Workshop Model for Aspiring CAOs*, co-presenter with Dr. Kris Young, Dr. Bill Mullaney, and Dr. Maryrose Eannace, April 2014
- International Conference on College Teaching and Learning: *National Council of Instructional Administrators Panel Presentation on Faculty Development – Supporting and Enhancing Your Institution's Key Human Resources*, co-presenter with Dr. Lisa Stich and Dr. Laura Brenner, April 2013
- National Council of Instructional Administrators Aspiring Chief Academic Officer Seminar: *So You Want to be a CAO? Co-presenter with Dr. Bill Mullaney and Dr. Amy Fugate*, February 2013
- Family Foundations 1000 in 1000 Annual Retreat: *Florida State College at Jacksonville Assessment Centers and Career Development Centers – Resources for 1000 in 1000 Investors*, October 2009
- Family Foundations 1000 in 1000 "CommUniversity" Graduation Keynote Speaker, July 2009

- International Conference on College Teaching and Learning: *Interdepartmental Collaboration: A Model for Student Success*, co-presenter with Jametoria Burton, Norine Katich, Audrey Jackson, and Dr. Maureen McCormick, April 2008
- National Academic Advising Association Southeastern Regional Conference: *Carrot or Stick? Focusing on Opportunities for Success Rather than Penalties When Working with the Suspension Student*, co-presenter with Audrey Jackson, March 2008
- National Academic Advising Association Southeastern Regional Conference: *Advising Teamwork: Unmasking Behind-the-Scenes Operations to Increase Efficiency and Quality*, co-presenter with Audrey Jackson, March 2008
- National Academic Advising Association Southeastern Regional Conference: *Action Advising – One Campus’s Approach to Intrusive Advising*, co-presenter with Audrey Jackson and Dr. Patty Adeeb, March 2007
- International Conference on College Teaching and Learning: *Action Advising – One Campus’s Approach to Bridging the Gap between Faculty and Students in the Classroom and Student Support Services*, co-presenter with Audrey Jackson and Dr. Patty Adeeb, Poster Session, April 2007
- International Conference on College Teaching and Learning: *Using Educational Philosophies in the 21st Century*, co-presenter with Professor Susan Slavicz and Professor Sally Nielsen, April 2006
- Southside Businessmen’s Club Meeting: *Friends of Deerwood – A Community Outreach Initiative*, keynote speaker with Dr. Vincent Jackson, February 2006
- Jacksonville Early Learning Coalition Board Meeting: *Jacksonville Early Learning Partnership Career Ladder Status Report*, September 2004
- Adult and Community Educators of Florida Conference: *Florida’s Polytechnic Adult High School*, co-presenter with Hope Clayton, September 2003
- National Council for Workforce Education Conference: *Increasing Vertical Integration among Workforce Programs through Internal Articulation*, co-presenter with Dr. Deborah Morris, October 2002
- International Conference on College Teaching and Learning: *Applied Academics: Blending Vo-Tech Studies with the Liberal Arts, a Roundtable Discussion*, April 2001
- International Conference on College Teaching and Learning: *Technology Issues in the Classroom*, April 2000.
- Florida Conference on Communications at the Community College: *Technology in the Classroom*, October 1999
- International Conference on College Teaching and Learning: *Teaching Composition Online*, May 1997
- Duval County Teacher In-Service Training: *Paideia: An Introduction to Socratic Teaching in Action*, co-presenter with Susan Yarbrough, February 1995
- Jacksonville University: *A Demonstration of Formal Cooperative Learning*, co-presenter with Patti Levine-Brown, October 1994
- Florida Developmental Education Association Conference: *Paideia: Socratic Teaching in Action*, April 1992

PROFESSIONAL & COMMUNITY ENGAGEMENT

- Jobs for America’s Graduates (JAG) Nevada, Motivational Speaker, 2019-present
- Phi Theta Kappa National Honor Society Presidential Advisory Board, 2018-present
- Nevada Promise Mentor, 2018-present
- College of Southern Nevada Coyote Athletics Booster Club Member, 2017-present
- Las Vegas Global Economic Alliance Board of Directors, February-November 2018
- Las Vegas Metro Chamber Washington, D.C., Legislative Fly-in, July 2018
- Las Vegas Global Economic Alliance Fed Forum, Washington, D.C., June 2018
- National Council of Instructional Administrators, Past President, Executive Committee Officer from 2010-2016, and Region 3 Representative from 2007-2010
- Learn to Read, Inc. Board of Directors, Executive Committee Member, 2006-2013 and 2015-2016; Board Member 2003-2013, 2015-2017

- Parents and Friends of Lesbians and Gays (PFLAG) Jacksonville Scholarship Committee Member, 2016-2017
- Family Foundations *1000 in 1000* Working Committee, Florida State College at Jacksonville Representative, 2009-2017
- Florida State College at Jacksonville Higher Level Leadership Mentor, Cohort I and Cohort II, 2012-2014
- The Chair Academy Mentor – 2 Chair Academy mentees, 2008-2012
- Jacksonville Mayor John Peyton’s Early Literacy Policy Council, FSCJ Representative, 2004-2005
- Take Stock in Children/Careers and Karate Mentor, 2003-2005
- Learn to Read, Inc. Fundraiser, FSCJ Representative, 2003
- Elizabeth Edgar Hall Scholarship Board of Directors, 2000-2002
- Jacksonville Community Council Incorporated Quality of Life Study Participant – *Growth Management Revisited*, 2001
- First Coast Writers’ Festival, Chair 1997-2000, Steering Committee Member, 2000-2006

Lee Ann Nutt, Ed.D.

October 21, 2020

Tracey Stockwell
Chair, Valencia College District Board of Trustees
Presidential Search Committee Chair
P.O. Box 3028
Orlando, Florida 32802

Dear Chair Stockwell and members of the Presidential Search Committee:

Upon being notified by AGB Search that I had been nominated for the president's position at Valencia College, I explored the Presidential Search website and closely examined the Presidential Profile. I clearly see a direct correlation between who you are looking for and who I am. With over 20 years of community college leadership experience behind me, I can easily recognize an exceptional opportunity when one presents itself. With approximately 20 years still ahead of me, I am very selective about which institution I serve next. The Valencia College presidency is the only potential career move I have considered in ten years.

To demonstrate my capacity to lead Valencia College as the fifth president, I assembled within this letter specific examples (with hyperlinks embedded) of my leadership experience, style, and success. Any future institution I work for will benefit from the lessons learned, challenges overcome, and the differences I have made in the past.

Passion for Students | Learner-Centered Culture | Invest in High-Quality Learning Opportunities

Excellent community colleges provide high-quality programs, practical procedures, and clearly defined pathways to help more students finish what they start. Extraordinary community colleges create experiences that impact the beliefs students hold about themselves and what it takes to succeed. In my book, [*Complete the Agenda in Higher Education: Challenge Beliefs About Student Success*](#) (published by Rowman and Littlefield, 2019), I articulate how student beliefs are the missing component of the national completion agenda, share success stories of real students who overcame adversity, and provide a framework for student beliefs framed around growth mindset, resilience, instinct and tenacity. Listed below are three other examples of my passion for learning:

1. Currently, I am leading an effort to create the [**Health Science Center for Simulation and Innovation**](#), an expansion to our existing state-of-the-art Health Science Building that opened in 2015 and houses licensed vocational nursing, associate degree nursing, surgical technology, occupational therapy assistant, and pharmacy technology programs. By adding more space, we will expand our programs and offer inter-professional healthcare education and simulation. I redirected \$15 million dollars available to LSC-Tomball from the \$485 million dollar bond

passed by Lone Star College in 2014 for this project, which is resuming now after being delayed by the pandemic.

2. **Tomball Star Academy** (TSA), an early college high-school from which students earn an Associate Degree from LSC-Tomball at the same time they graduate from high school, is possible because of an active and productive relationship with the Tomball Independent School District (TISD). The first graduating class (Class of 2021) started in Fall 2017 with just over 100 students. I provided key leadership for the development of Tomball Star Academy.
3. **Phi Theta Kappa** and **Model United Nations** are two premier learning experiences I purposefully invest in at LSC-Tomball. I am honored to be the 18th honorary member of our award-winning Phi Theta Kappa Alpha Rho Mu chapter. Our Model United Nations team is extremely competitive and award-winning.

Educational Credentials

My grandfather, Lee D. Williams, earned his Pharmacy degree after serving in World War II as a beneficiary of the GI Bill. “Poppy” grew up in abject poverty in Oklahoma, but he changed his life through higher education. As a kid from a small town in the Texas panhandle, college would not have been a possibility for me if not for his example. While I immediately enrolled in a university after graduating from Amarillo High School in 1985, I did not know what I wanted to be when I grew up. I have always been naturally drawn to management and leadership, so I wandered into a **Bachelor of Business Administration** degree with an emphasis on management, which I completed at Texas Tech University in 1989.

When I accepted the Assistant to the Dean of Instruction position at South Plains College-Lubbock in the summer of 1990, I thought I had simply accepted a job. However, I fell in love with the community college mission, and I found my calling. Inspired by a sense of purpose and direction, I completed the **Master of Education** (1992) and the **Doctor of Education** degree (1996) in Higher Education Administration, also from Texas Tech University.

Senior Leadership Experience in a Community College

I have served in increasingly responsible leadership positions in two comprehensive community colleges for the last 20 years. While my first community college job was accidental, my future career choices were much more intentional.

From 1999 to 2011, I served North Central Texas College in three different senior level positions. My first appointment was as **Dean of Continuing Education**. I had system-wide responsibilities for non-credit, youth and adult leisure programs, as well as the Small Business Development Center. I was promoted to **Provost** of the new Denton County branch campus (located in Corinth, Texas) and retained my responsibilities as Dean. After twice serving as interim **Vice President of Instruction** (while retaining my other responsibilities), I moved into the chief academic officer position permanently in August 2007.

I chose to accept a **Vice President of Instruction** (VPI) position at Lone Star College-Tomball in June 2011 after being asked by a search firm to consider this career move. After three successful years as VPI, I was named Acting President. In February 2015, with a formal resolution passed by the LSC-

Tomball Faculty Senate endorsing me, I was named **President**. I continue to successfully serve in this role today. I report directly to the Chancellor and serve as a member of the Chancellor's Cabinet along with six other presidents and five vice chancellors. I provide collaborative, systemwide leadership for various initiatives.

Experience in a Large, Distributed, Multi-Location Institution

Lone Star College (LSC) is a system of seven comprehensive colleges, two university centers, ten additional centers and eleven (11) public school district partners. LSC's service area covers 1,400 square miles north and west of the City of Houston. LSC is one of the largest community college systems in the United States, enrolling 87,656 students in Fall 2019. LSC has been recognized three years in a row by *Great Colleges to Work For*®. My campus, Lone Star College-Tomball is comprised of multiple locations as well – the main campus, Creekside Center, and the Health Science Building. LSC-Tomball is the third oldest college in the system.

Teaching Experience

Once I realized my career path, I intentionally sought out teaching experiences so I could be a more effective administrator. I taught a student success course, XL: Strategies for Learning, for Texas Tech University. I taught research and statistics courses for the Psychology department at Lubbock Christian University. I taught a leadership course for several semesters the business management department at North Central Texas College.

In 2016, I was invited to serve as an adjunct faculty member for the [Ferris State University Doctorate in Community College Leadership](#) program. For 9-weeks each summer since, I teach one or two sections of Quantitative Research Methods. In May 2018, I was honored by the DCCL Program as their recipient of the NISOD Teaching Excellence Award. I also chair or serve on seven dissertation committees as part of my service to the DCCL program.

Ferris State University is based in Big Rapids, Michigan. Therefore, the course I teach is traditionally hybrid – primarily on-line with a face-to-face weekend. Being my first time teaching online, I learned Camtasia and created videos for each module with animations, strong visuals and recorded lectures. I also made the course accessible by preparing written transcripts for each lecture. This past summer, due to the pandemic, my course was 100% online with a live, synchronous weekend as an alternative to the face-to-face weekend.

Commitment to Equity | Equity-Minded Culture | Cultural Competence

I am blessed to be the mother of a 14-year-old daughter with Down Syndrome. I have learned that no matter how different people are, we are all more alike than different. Rachel continually reminds me what it takes to be an ally, to advocate, and to activate opportunities for others. I strive to apply these lessons to all faculty, staff and students. Listed below are five examples that provide evidence of my commitment to leading an equity-minded culture:

1. Leading the creation of [lifePATH](#)®, a robust 4-year academic and career pathway focused on academic readiness, social expectation and career exploration for adults with cognitive disabilities that affect executive functioning that launched in Fall 2015 will be one of my greatest accomplishments. After two attempts in the Texas Legislature, [HB 3165](#) was passed

during the 86th Legislative Session in 2019. HB 3165 created the Occupational and Life Skills Associate (OLSA) degree, an entirely new type of associate degree that can be offered by Lone Star College. I had the honor of testifying before the House Higher Education Committee on behalf of the program and our students. Our next priority is to work with the Texas legislature to extend the degree to other Texas community colleges, ensuring the replication of the program we have built. Today, we have almost 100 lifePATH students at LSC-Tomball, and the program has expanded to another college in the LSC system.

2. Diversifying the full-time faculty at Lone Star College is a top priority. LSC-Tomball is one of two colleges in the LSC system to have piloted a faculty search process intended to mitigate implicit and explicit bias in the search process. With input from LSC-Tomball's Faculty Senate officers as well as faculty and staff who served on two search committees that tested the revised search process, I recently authored the [Faculty Hiring Framework and Practices](#) document to guide LSC-Tomball. The framework is built on the LSC cultural belief, Advance Equity, and includes four elements: (1) Equity of Opportunity; (2) Culture of Understanding, Ownership and Awareness; (3) Parity in the Process; and (4) Comprehensive Reporting. We will implement the hiring framework and practices with our next full-time faculty searches. We will use feedback from the next faculty hires to continue to refine and adjust our practices.
3. At LSC-Tomball, 34% of our students are Hispanic, up from 29% in fall 2016. As a Hispanic Serving Institution (HSI), we were awarded a five-year, \$2 million US Department of Education HSI Title V grant in 2016. As Vice President of Instruction, I led the development of the vision, objectives and stated outcomes for the grant application. Through this grant, we opened the **Center for Leadership, Academic and Student Success (CLASS)** and have greatly enhanced services and programs to support student success. We now have a food pantry (The Den), Timberwolf Takeoff – a program to welcome all students to campus at the beginning of the semester; CLASS Ambassadors and Scholars, and a Family Academy. We also engage students through a “Leading the Pack Speaker Series” presented by experts on topics of diversity, equity and inclusion. Further, the “First of Many Initiative” aims to increase awareness of the first-generation experience by fostering an environment of inclusiveness and belonging.
4. “Nurture a culture of diversity, equity, and inclusion for employees and students” is one of LSC-Tomball's top five priorities. In Spring 2019, we created the **Office of Diversity & Inclusion** to support students, faculty and staff and create an inclusive environment on campus. Through this office and our Center for Organizational and Teaching Excellence (COTE), LSC-Tomball has a Diversity Council, hosts an Annual Diversity Summit, and offers the LSC-Tomball Diversity, Equity & Inclusion Certificate (DEIC), a robust, 6-week, locally developed curriculum that is being looked at by other LSC colleges as a model, which I just completed myself. We also gathered data through the Quantify the Culture survey to identify characteristics of our faculty and staff that students may relate to (i.e. first-generation college student, having a learning disability, growing up in poverty).
5. I serve as a mentor in the **Student Success Institute (SSI)** program. SSI is a system-wide comprehensive program aimed at helping students achieve milestones through mentoring, networking, transfer assistance, leadership development and workshops.

Sustainability Efforts

Creating a culture where others feel empowered to take initiative and ownership is a mark of a great leader. Often, the best and most exciting opportunities are born from the ideas and innovations of others. Below are two examples of how I create this this culture of support for faculty-led sustainability initiatives:

1. In early 2020, two faculty approached me with the idea to provide students the opportunity to participate in the **2020 United Nations Ocean Conference** by LSC-Tomball becoming an observer. Recognizing this as a good way to engage students, I happily supported the application process and submitted a [request to participate](#). Unfortunately, the conference was postponed due to COVID-19. In May 2020, LSC-Tomball faculty and students involved in EcoClub, Model UN and Intercultural Club instead participated in the Keeping the Momentum For Ocean Action Service: Your Participation and Engagement webinar.
2. The expansion of a state highway in front of LSC-Tomball's main campus resulted in the loss of several fully-mature pecan trees. To help replace these trees, we partnered with Harris County and the LSC-Tomball EcoClub. [Harris County Precinct 4](#) donated a 12' tall pecan tree and issued a proclamation recognizing the college's efforts to replenish the trees through an annual Pecan Tree Planting initiative. Additionally, Harris County Precinct 4 donated several native saplings that are currently growing in a new greenhouse on campus. EcoClub will plant the saplings around campus as part of the LSC-Tomball Beautification and Restoration Project. Treecycle is part of that project, where students volunteer to dig up saplings from around campus, grow them into a suitable size in the greenhouse, and replant them around campus.

Future possibilities include exploring the Higher Education Sustainability Initiative (HESI) of the United Nations and asking faculty to research how sustainability can be further integrated into the core curriculum.

Financial Acumen | Fundraising Success

Financial acumen, partnership development, and an entrepreneurial spirit are critical characteristics for college leaders to possess. My common-sense, practical and strategic financial management is based on my belief that the budget should directly reflect the college's mission and strategic priorities. In addition to normal and usual oversight tactics, below are six highlighted examples of unique challenges and experiences that demonstrate transferable financial acumen and fundraising skills:

1. Lone Star College is a AAA rated institution that operates on a five-year model that maintains a goal of a 20% reserve for the \$441,000,000 operating budget (fiscal year 2021). As president, I provide hands-on management and oversight of my **\$25,000,000 campus budget**. Performance funding is a component of Lone Star College's budget allocation model. I co-chaired the task force that developed the [model](#) to equitably distribute funds to each college based on success in three categories: (1) Texas Higher Education Coordinating Board Student Success Points indicators; (2) the LSC Student Success Initiative aimed at improving success rates for African American students; and (3) the Faculty Diversity Initiative.
2. While at North Central Texas College (NCTC), I completed a full analysis of the course schedule,

room availability and capacities. I identified **\$3 million in additional tuition revenue** that could be generated by scheduling courses during peak times in unused classrooms. This analysis changed a widely held belief that the campus was operating at capacity.

3. Twice in my career, I have **corrected overspent budgets** I inherited. The first experience was at NCTC. After accepting the position as Dean of Continuing Education, and before even setting foot in my office, I was made aware of a six-figure budget deficit that had not previously been disclosed. Under my leadership, the Continuing Education department never had another budget shortfall.

My second experience of rectifying a budget deficit occurred immediately after becoming the permanent president at LSC-Tomball. One of my first challenges was a \$330,000 shortfall, even after using every available option to cover the gap (such as lapsed salaries from vacant positions). Knowing this situation had to be remedied, I called a State of the College forum. During this forum, I explained how the system allocates funding to the colleges and how revenue is generated through tuition, taxes and state reimbursement for contact hours (with a small percentage tied to performance). I shared data about our spending categories and provided details about the shortfall. Then I asked people to purchase only essential items. And they did! By treating faculty and staff as professionals, trusting them with information, and engaging them in the solution, we were able to close the gap and finish the fiscal year in the black. I was thanked repeatedly for teaching them how the Lone Star College allocation model works and for sharing the details of the campus budget. I was told it was the first time anyone explained the budget to them. We have not projected a shortfall in any subsequent year.

4. Tomball Regional Health Foundation (TRHF) is a local entity whose mission it is to improve the health and wellness of the Tomball Community. I work closely with the CEO and TRHF Board members to secure funding for our health occupations programs, scholarships for students, and the lifePATH program. To date, TRHF has contributed over **\$1.8 million to LSC-Tomball** for salaries, equipment and scholarships. Providing demonstrable, quantifiable evidence of the influence of their donations and maintaining a stellar relationship has enabled the on-going, generous support of TRHF.
5. Each year, the LSC-Tomball Grants Council identifies funding opportunities to pursue through a strategic and comprehensive vetting process. They start with a long list of potential grants and identifies those that best align with the college's goals and objectives for the coming year. In 2019 – 2020, a total of 157 grants were forecasted; of these 41 were reviewed, 20 were selected and 11 grant applications were developed. **Seven (7) grants were awarded for a total of \$1,538,137**. For 2020-2021, we have identified 41 different grants to consider.
6. In 2016, the US Department of Education awarded LSC-Tomball a **\$2 million Title V grant**, which I led through conceptualization to completion of the application. Unique to this grant was the opportunity to earn matching dollars as part of the college's commitment to institutionalize the services and personnel funded by the grant. Working closely with the Lone Star College Foundation, and through our fundraising efforts, we accomplished this goal! We were able to raise our portion, \$400,000, which will be matched by the Department of Education. Therefore, we will have an **\$800,000 endowment** to use for student scholarships in perpetuity.

Create Infrastructure, Organizational Structure and Support Systems for Operations and Online Learning

Creating infrastructure and support systems can take on many different forms, such as physically constructing a building, reorganizing departments, adding new positions or repurposing vacant positions. Listed below are five examples of how I have provided leadership for creating structures and operational and learning support systems:

1. I have extensive experience with construction projects from ground up to single-floor finish out; from design to final punch list. Most recently, I led the programming and design of our [LSC-Creekside Center](#), a 75,000 square foot facility, which opened in January 2015. Successful building projects are based on a strong working relationship with the architect and contractor. The Associated General Contractors of America-Houston (AGC) awarded the Silver Award for Project Excellence, the highest award for construction quality in Houston, to the Creekside Center contractor.
2. To grow LSC-Tomball's dual enrollment program and provide better support for students, I created the [Academic Initiatives and Partnerships \(AIP\)](#) department in 2017, which leads our efforts with public and private school partners and homeschool families. Since the inception of this department, our dual credit/dual headcount has grown by 27% and enrollment has grown by 30%. AIP is also responsible for implementing our [Trevor Treks](#) program, which provides students in grades 3-12 with an opportunity to experience college. The program is designed to help students believe college is for them and that LSC-Tomball should be their college of choice.
3. To better support faculty and improve professional development opportunities at LSC-Tomball, I created the [Center for Organizational & Teaching Excellence \(COTE\)](#) in 2012. COTE has matured into a key campus resource and provides faculty and staff resources and support for teaching and learning. In addition to professional development workshops, adjunct tool kit, and resource library, COTE is responsible for our [annual welcome week](#) activities (which were completely virtual this year), our annual [Honoring Our Wolfpack Leaders \(HOWL\) Awards](#) (which also was virtual this year), and [New Employee Culture Orientation](#). COTE hosts an annual TEDX event that began in 2014 and now brings in speakers and attendees from around the country. Unfortunately, due to the pandemic, we were not able to host the Fall 2020 TEDX event. [Extraordinary Experiences](#) was the theme for last year's event.
4. I led the effort to expand North Central Texas College's presence into southern Denton County by working with elected officials, public school leaders, and community leaders to identify a solution. The moment I saw the empty building at 1200 Parker Square, I instantly had a vision of what it could be and what it could mean to NCTC. I developed a full financial analysis based on square footage and an estimation of tuition and contract hour revenue needed to cover estimated operational expenses. I developed a comprehensive proposal and presented it to the Board of Regents. With their full support (and a commitment of \$1 million from reserves), we negotiated a lease, designed and completed the building finish out and enrolled just over 800

students, which was exactly the number I predicted we would enroll. Today, the [Flower Mound Campus](#) enrolls almost 2,000 students.

5. LSC-Tomball purposefully invests in growing our online enrollment as well as improving the quality of our online offerings and student outcomes. Transitioning to fully online as a result of the pandemic was difficult, but doable, as we already had assembled resources for support and training. We had already invested in Quality Matters training for a large number of faculty who wanted to improve their online courses. We have a Faculty Fellow who supports other faculty with technology and online course development. We also have a [Multimedia Services](#) department that provides innovative technical support to faculty (face-to-face and online) to make their courses more dynamic. Services include assistance in creating instructional media content using a One-Button Student/Virtual Reality lab, on-location filming, support with Camtasia editing software, and access to the Instructional Media Assistance Center (IMAC), a full production video lab. In response to the pandemic, the Multimedia Services team deployed pre-recorded and livestream video content to guide faculty through best practices for creating instructional videos and how to use a smartphone to create videos.

As we emerge from the pandemic, we know instruction will forever be impacted. While we will one day be able to open up buildings again for more face-to-face courses, the experiences we have had in 2020 with virtual learning will influence the future. More online courses may have synchronous, live components. Hybrid courses may continue to be very flexible with regard to the number of required face-to-face classes. Classrooms may become “live classrooms” fitted with technology that allows students off-site to participate virtually in a face-to-face classroom setting. Working with the faculty, we will determine how to create innovative, robust and engaging instructional experiences for students while ensuring learning is not sacrificed.

Lasting Internal Change that Positively Impacts Students

I whole-heartedly believe in the power of higher education to change lives, because it changed mine. My book, [Complete the Agenda in Higher Education: Challenge Beliefs About Student Success](#), is an outpouring of my desire to prepare students for life’s challenges beyond college graduation. Being deeply involved in Completion By Design (funded by the Bill and Melinda Gates Foundation), and the Pathways Institute (a state of Texas initiative), I had an epiphany. Student beliefs are the missing component of the national completion agenda. Colleges are morally and legally obligated to provide high-quality programs, practical procedures, and clearly defined pathways (the baseline for excellent community colleges). Extraordinary community colleges do more. They impact the beliefs students hold about themselves and what it takes to succeed. Listed below are five examples of my attempts to lead lasting change that positively impacts students:

1. LSC-Tomball’s mascot is the Timberwolf, but it is so much more. Being a Timberwolf provides a sense of belonging and campus pride. “One Wolf. One Pack.” is LSC-Tomball’s motto. My leadership of the Timberwolf culture began shortly upon arrival at LSC-Tomball. The college was entering into a period of transition and introspection as Lone Star College’s sixth campus was opened in Fall 2011. LSC-Tomball experienced a significant enrollment decline as its own Willowchase Center was closed and those students transitioned to the new campus located less than 10 miles south of the LSC-T main campus. To recover, we began assessing our strengths and unique, distinguishing characteristics. Then, I Googled, “wolfpack.” I was

reminded that wolves are smart, loyal, committed, and live in community with each other. Community, Connection, Learning and Leadership, our four key values, grew out of this period of transition and still provide stability and vision for LSC-Tomball today. Examples of how these values and our culture manifest can be seen in my quarterly newsletter, *The CALL*. Two examples can be found by following these links: [June 2019](#) and [June 2020](#).

2. Since 2014, I have led the infusion of “grit” into the Lone Star College-Tomball culture and curriculum. In 2015, we partnered with Pearson and [Dr. Paul G. Stoltz](#) (New York Times Best-Selling Author of GRIT: The New Science of What it Takes to Persevere, Flourish, Succeed) to conduct a [research study](#) – one of the most robust at the time. The findings were so compelling that we continue this effort even in present day, branded as the ***Global Grit Experience***. Our efforts include teaching grit concepts in our student success course and across various disciplines, using grit as a foundational programming concept in TRiO and through CLASS, as well as hosting an annual Grit Summit, which attracts participants from across the country who want to help their students become more resilient, develop a growth mindset, and achieve more. We just held our [5th Annual Grit Summit](#) on October 9, 2020 (virtually). This short promotion video summarizes the past five years: <https://youtu.be/cFnS0MNjZk4>.
3. In addition to the *Global Grit Experience*, I lead the ***Experience Extraordinary*** initiative at LSC-Tomball. The theoretical framework for this initiative is based on Alexander Astin’s Input-Environment-Output assessment model. Competence, Beliefs, and Mindset comprise the input variables; Compassion, Commitment, and Proficiency are the environmental variables. A [video](#) created by James McCoy, co-creator of the Emmy nominated film *No Greater Odds*, to promote a day of professional development in Fall 2019 describes the power of *Experience Extraordinary*.
4. In 2008 – 2009, I led the development of NCTC’s Quality Enhancement Plan: [Xtreme Academic Makeover](#). The three student learning goals were: (1) Students in Xtreme courses will assess their current skill levels and apply new strategies to improve performance in core curriculum courses; (2) Students in Xtreme courses will exhibit an increased awareness, utilization, and value of academic support services; and (3) Students in Xtreme courses will participate in academic advising to progress academically. I am proud of the lasting impact Xtreme Academic Makeover still has on students.

Community Involvement & Partnerships

The attached curriculum vita provides a comprehensive list of professional and community organizations I have served over the years. Currently, I am a member of the **Board of Directors for HCA Houston Healthcare-Tomball**, a member of the **Tomball Emergency Area Ministries (TEAM)** advisory committee, and a Board member of **The Mighty Waffle**, a non-profit organization. I served on the **Greater Area Tomball Chamber of Commerce Board of Directors**. I am an ex officio member of the **Tomball Economic Development Corporation Board** and have served on their strategic planning task force. I served on two strategic planning committees for **Tomball Independent School District**. I am also a member of the **Tomball Executive Roundtable**, a group that meets monthly and includes the City Manager, Mayor, hospital CEO, Tomball Economic Development Corporation Director, Tomball Independent School District Superintendent, Greater Tomball Area Chamber of Commerce President, and Director of Northwest Emergency Services. We are a collaborative group who work closely together to improve and impact the City of Tomball.

In addition to being heavily involved in the community, listed below are two examples of partnerships I have led:

1. As mentioned above, I am currently leading an effort to expand our health occupations programs. I brought together several community partners and created the [Health Science Center for Simulation & Innovation Partnership Council](#). Members include HCA Healthcare Houston-Tomball, Tomball Economic Development Corporation, Tomball Independent School District, the Greater Tomball Area Chamber of Commerce, the City of Tomball, the Tomball Regional Health Foundation, and TOMAGWA (a local medical clinic). While progress has been delayed due to the pandemic, conversations are once again beginning about options for expansion using the money available through the LSC bond.
2. Our library, the [LSC-Tomball Community Library](#), is a joint venture with Harris County Public Library System. We just celebrated the 15th anniversary of our partnership, yet new and exciting initiatives continue to emerge that I have helped lead to fruition. The [Tomball Community Art Showcase \(TCAS\)](#) and the [Tomball Innovation Lab \(TIL\)](#) are two recent examples. The TCAS is a three-way partnership between Harris County Public Library, LSC-Tomball and Tomball Independent School District. Debuting in March 2019, TCAS features artwork from local TISD students, LSC-Tomball students and local artists in the community. TIL is a multi-organizational partnership including the Greater Tomball Area Chamber of Commerce, Tomball Economic Development Corporation, HCA Houston Healthcare-Tomball, and Tomball ISD. The partnership was announced in [August 2019](#) and the grand opening was held on [January 28, 2020](#). The purpose of the TIL is to provide students, inventors, artists and entrepreneurs to design and produce a variety of projects using equipment such as a laser cutter, 3D printer, virtual reality equipment, sewing machines, and other tools.
3. In 2019, LSC-Tomball held our first [Stars of Tomball](#) reception to honor community leaders and organizations who are essential to the success of the college. Saying “thank you,” and celebrating others makes a difference!

Build & Sustain a High Performing, Diverse, Collaborative Leadership Team | Shared Governance Model

Together we are better.

One person, regardless of how talented, simply cannot do it alone. Everyone in the college has responsibility for contributing to desired outcomes. In a healthy, high-performing organization, people do not undo each other’s work. In addition to building relationships based on trust and transparency in the usual and daily course of running the college, listed below are four examples of my commitment to leading a “better together” culture and shared governance:

1. At Lone Star College, I serve on the **Chancellor’s Cabinet**. I am also a member of the President’s Council, which is comprised of the seven LSC college presidents. I helped lead the creation of the Council for Academic and Student Success (CASS), which is the body of Vice Presidents across the Lone Star College system that make recommendations to the **President’s Council**. At the local level, my **President’s Cabinet** includes my Vice President of Instruction, the Vice President of Student Success, the Vice President of Administration, Chief Strategist,

Faculty Senate President and the President of the Professional Support Staff Association (PSSA). The College Leadership Council (CLC) is comprised of individuals in director level positions and above as well as the Student Government Association president. In addition, we have several committees that engage faculty and staff in the college's work.

2. Each LSC campus has a **Faculty Senate**. I work very closely with the LSC-Tomball Faculty Senate President (FSP) and officers. At LSC-Tomball, the FSP is elected by the faculty for a two-year term. With each FSP I have worked with over the years, I depend on and value their honest feedback. We share information with each other that may impact the campus, specifically the faculty. This professional relationship is crucial to the college's success.
3. I support the professional growth of my team. My cabinet and I participated in the American Association of Community College's High Performing Team training in 2015. I enabled two vice presidents to participate in leadership programs such as **Aspen Institute's Rising Presidents Fellow** program and the **Lakin Institute**. Additionally, the vice president I hired to replace me when I became president is now the president at a sister LSC college.

Excellent Communicator | Inspire Others | Convey Accurate and Compelling Messages

Last January, I received an email from a faculty member that said, "I've been here for 12 years now, and the culture here has become so much better and I can pinpoint when that began. It began with you. **Every time I hear you speak** about our college during welcome week, I buy in. Every. Single. Time." His message affirmed for me my desire to inspire others and communicate in a compelling and authentic way, whether in writing, a video message, or a live event in front of crowd.

Several times each semester I email **Nutt's To You**, a personally written message to all employees to provide updates, news, or other important information ([January 2020](#), [September 2020](#)). Each semester I hold a campus-wide forum where I celebrate successes, provide updates on priorities, share budget information, and answer questions. I share video messages with students through a platform called Thankview to [encourage them](#), to tell them about [resources](#), [distribute free laptops](#), and invite to join [Phi Theta Kappa](#).

People often tell me that I have a gift for organizing and explaining complex topics in an easy-to-understand way. For example, I am leading LSC-Tomball through pandemic response, which has required the development and implementation of many protocols and practices. I authored the [Back to the Pack Handbook](#) for students, faculty and staff to use a resource for returning to campus this fall.

My personal website, [leeannutt.com](#), conveys my desire to inspire others with compelling messages about leadership, learning and life.

Summary

The Gallup Clifton Strengths Assessment indicates that my top strengths are [Achiever](#), [Responsible](#), [Strategic](#), [Relator](#), and [Arranger](#), a combination of Executing, Relationship Building, and Strategic Thinking themes. These strengths show up naturally in everything I do. Additionally, I always strive to: (1) be genuine, authentic, humble, vulnerable and honest; (2) sincerely recognize and appreciate people's efforts and contributions; (3) treat people with kindness and respect; (4) be competent and willing to admit when I don't know something or when I make a mistake; and (5) work hard, laugh easily,

and have fun. Dr. Sandy Shugart's legacy provides a strong foundation upon which the fifth president of Valencia College can build. I look forward to exploring the opportunity further.

With sincere appreciation,

A handwritten signature in cursive script, reading "Lee Ann Nutt". The signature is written in a dark ink and is positioned centrally below the text "With sincere appreciation,".

Lee Ann Nutt, Ed.D.

Lee Ann Nutt, Ed.D.

EDUCATIONAL CREDENTIALS

Doctor of Education (Ed.D.)

Texas Tech University
Higher Education Administration – Community College Leadership
December 1996

Master of Education (M.Ed.)

Texas Tech University
Higher Education Administration – Community College Leadership
December 1992

Bachelor of Business Administration (B.B.A.)

Texas Tech University
Business Management
May 1989

COMMUNITY COLLEGE SENIOR LEADERSHIP EXPERIENCE

President (February 1, 2015 – Present)

Acting President (August 1, 2014 – January 31, 2015)

Lone Star College – Tomball, Tomball, Texas

Lead Executive Officer of LSC-Tomball within the Lone Star College System

- Represent the college to the Chancellor, the Lone Star College system, and the Tomball community and surrounding areas
- Lead all operations of the college, including development and oversight of a \$25 million budget
- Lead culture, values, beliefs and strategies resulting in lasting student and employee success
- Supervise and develop President's Cabinet members, comprised of the Vice President of

- Instruction, Vice President of Student Success, Vice President of Administration, Chief Strategist, Faculty Senate President and Professional Support Staff Association President
- Collaborate with Lone Star College Chancellor's Cabinet members for the effective administration of Lone Star College as one system
 - Present a president's report to the LSC Board of Trustees twice a year on behalf of all the college presidents
 - Communicate with the campus community regularly and in a variety of modes to keep all employees apprised of the state of the college, initiatives, challenges and accomplishments
 - Communicate with and interact with students to ensure their voice is heard and included in decision making processes
 - Assure compliance with LSCS's policies and procedures as well as federal, state and accreditation requirements
 - Represent the college to the community through involvement in civic organizations and events
 - Supervise the recruitment and selection of diverse faculty and staff and recommend for employment all contractual employees
 - Develop and implement long-range objectives and short-term goals to meet the needs of the college service area
 - Serve as a member on various college standing committees and councils, such as Chancellor's Cabinet and President's Council
 - Serve as a member on various special committees and task forces, such as Strategic Enrollment Management Committee and Southern Association of Colleges and Schools Commission on Colleges 2022 Reaffirmation Steering Committee

Major Accomplishments:

- Primary author of *Complete the Agenda in Higher Education: Challenge Beliefs About Student Success*, based on experiences and student success initiatives created at LSC-Tomball; released by Rowman and Littlefield Publishing in Spring 2019
- Led the reversal of a projected \$330,000 budget deficit in FY2015
- Led Tomball 2020, a comprehensive five-year change management plan to rectify declining enrollment, structured around four growth strategies: (1) Scholarships; (2) Students; (3) Offerings; and (4) Degrees & Certificates.
- Led the creation of the one-of-a-kind lifePATH® program for adults with cognitive disabilities
- Helped pass HB 3165 in the Regular Session of the Texas 86th Legislature to create the Occupational Life Skills Associate (OLSA) degree, a new associate degree for adults with cognitive disabilities, including testifying before the House of Representatives Higher Education Committee
- Created the G³ (Grit, Growth, Greatness) initiative, which evolved into the Global Grit Initiative, then the Global Grit Experience, which includes an annual Grit Summit, professional development for faculty and staff, and the assessment of GRIT in first-time-at-LSC-Tomball students
- Partnered with Pearson and Dr. Paul G. Stoltz (Founder and CEO of PEAK Learning) to implement a robust quantitative research study on the impact and GRIT on college student success
- Oversaw design, ground-up construction, and successful opening of the 85,000 square foot LSC-Creekside Center in December 2014

- Created the Academic and Instructional Partnerships department, which helped lead to 30% increase in dual credit enrollment
- Partnered with Tomball Independent School District to create Tomball Star Academy, a State of Texas approved early college high school
- Created the Center for Organizational & Teaching Excellence

Vice President of Instruction (June 2011 – January 31, 2015)

Lone Star College – Tomball, Tomball, Texas

Chief instructional officer of LSC-Tomball within the Lone Star College System

- Advised the President on strategic planning, institutional effectiveness, facilities master planning, curriculum and instructional matters, personnel issues, budget, and policy and procedure development
- Ensured faculty and instructional programs met federal, state, accreditation, and licensing agency requirements
- Analyzed revenues and expenses and ensured sound fiscal stewardship through enrollment management and budget management strategies
- Utilized national, state, and local institutional data sources to inform decision making
- Supervised, evaluated, and mentored the instructional division leadership team, which consisted of three instructional deans and the library director
- Planned, led and evaluated academic transfer and for-credit workforce education, library, dual credit, Honors Program, Service Learning, and Model United Nations

Major Accomplishments:

- Served as a key member of the leadership team that started a branch campus in Jakarta, Indonesia; led curriculum alignment process with the Universitas Siswa Bangsa Internationale; provided leadership for implementation of institutional effectiveness; traveled to Jakarta on two occasions to assist with development and opening of the campus
- Led the development of the LSC–Tomball 2012 – 2015 Strategic Plan
- Provided effective system-wide leadership for institutional effectiveness and outcomes assessment to meet Southern Association of Colleges and Schools Commission on Colleges standards
- Provided leadership for system and campus student success initiatives, such as Bill & Melinda Gates Foundation Completion by Design and John Gardner’s Foundations of Excellence

Vice President of Instruction (August 2007 – June 2011)

Interim Vice President of Instruction (February 2007 – August 2007)

Interim Vice President of Instruction (August 2004 – August 2005)

North Central Texas College, Gainesville, Texas

Chief Academic Officer of multi-campus system; concurrently served as Chief Administrative Officer for Denton County

- Reported to and served as lead administrator in President's absence
- Analyzed revenues and expenses and ensure sound fiscal stewardship through enrollment management and budget management strategies
- Supervised, evaluated and mentored the instructional leadership team
- Advised president on strategic planning, institutional effectiveness, facilities master planning, curriculum and instructional matters, personnel issues, budget, and policy and procedure development
- Represented the instructional division as a member of the President's Cabinet
- Ensured faculty and programs met federal, state, accreditation, and licensing agency requirements
- Utilized national, state, and local institutional data sources to inform decision making

Major Accomplishments:

- Led multiple college expansion projects, including building new campuses, renovating existing facilities, renting space, and determining feasibility and financial viability
- Conducted complex financial analysis to determine enrollment targets for campus expansion projects
- Conceived of and generated classroom utilization analysis to improve course scheduling and maximize enrollment opportunities, influencing steady enrollment growth on all campuses
- Instituted the annual Miniature Golf Tournament, a successful long-term fundraising campaign raising over \$100,000 in student scholarships
- Provided leadership for the college's 10-year Southern Association of Colleges and Schools Commission on Colleges reaccreditation, including authoring responses in the compliance report, developing and authoring the Quality Enhancement Plan, authoring multiple policy and procedural handbooks, development of assessment and institutional effectiveness models, and providing training for the college about the reaccreditation process
- Instituted college-wide professional development opportunities for leaders, faculty and staff
- Developed NCTC's first comprehensive Instructional Master Plan, which received approval from the Board of Regents

Provost – Corinth Campus (October 2000 – August 2007)

North Central Texas College, Corinth, Texas

Chief administrative officer of the Denton County campus while concurrently serving as Chief Administrator of the Division of Lifelong Learning (Continuing Education) on a system-wide basis

- Articulated the role, scope and mission of NCTC to constituents in Denton County by serving in leadership roles on local and regional boards and committees, being actively involved in community service and business organizations, making presentations to civic clubs, and communicating with local media
- Using a broad-based participatory process, developed and oversaw \$8 million campus budget; collaborated with President on the development of \$30 million system-wide budget using zero-based budgeting process involving all employees

- Secured partnerships with employers, higher education institutions and secondary schools in Denton County for instructional programming
- Identified potential donors and made “friend raising” presentations to individuals, groups and organizations in cooperation with the Office of Institutional Advancement
- Reported to President and served as lead administrator in President’s absence
- Advised President on issues related to instructional and administrative policy, procedures, strategic planning, and institutional effectiveness
- Managed Corinth Campus daily operations, educational programs, student support offerings, and physical plant
- Oversaw Small Business Development Center (SBDC) for three campuses and administered an off-site contract with the Denton Chamber of Commerce to house an SBDC counselor
- Assisted with recruitment of major employers to Denton County in cooperation with City of Denton Economic Development officers

Major Accomplishments:

- Led campus growth from 2,600 students to 4,700 credit students and over 3,000 non-credit students by adding market driven training programs and expanding on-line learning options
- Conducted in-depth analysis of return on investment of various construction and leasing options to ensure future campus expansion; garnered Board of Regents support for leasing additional space for instructional and student support programs
- Provided leadership for the design and finish-out of the Corinth Campus 3rd floor including budgeting, selection of architects and construction manager at risk, and selection and purchase of furniture, fixtures and equipment
- Built consensus with faculty, Faculty Congress and staff through regular communications, forums, shared governance and institution of faculty and staff recognition programs
- Created and instituted system-wide the *Go For Innovations in Teaching* (Go for IT!) mini-grant program to encourage and reward outstanding commitment to progressive instruction
- Established, in cooperation with the Office of Institutional Advancement, the Denton County Foundation Board (DCFB) and recruited community leaders to serve as ambassadors for the campus and to support fund raising activities specifically designed to support students attending the Corinth Campus

Dean of Continuing Education (August 1999 – October 2000)

North Central Texas College, Gainesville, Texas

Provided system-wide leadership and supervision of the Continuing Education Division which included: (1) Customized Training and Business Services, (2) Workforce Education (3) Adult, Community and Professional Education; and (4) Small Business Development Center

- Served as a member of the President’s Executive Council; advised President about policies and matters related to Continuing Education
- Successfully led the Division through a re-accreditation visit by the Southern Association of

- Colleges and Schools without receiving any recommendations for improvement
- Exercise fiscal responsibility for implementation of \$400,000 average annual budget; operated under an entrepreneurial business model
- Developed and implemented NCTC Board policies related to continuing education
- Ensured that programs complied with standards, guidelines and regulations of governing and accreditation agencies
- Maintained active and positive contact with business and industry in the tri-county service area
- Coordinated with the Office of Institutional Advancement to secure external funding
- Ensured institutional effectiveness within the Division
- Completed annual Institutional Effectiveness and Strategic Planning assessment

Assistant to the Dean of Instruction (August 1990 – May 1993)

South Plains College, Lubbock, Texas

- Assisted the Dean of Instruction with various aspects of planning, organization and implementation of all general, technical and developmental education
- Recruited, employed, trained and supervised approximately 75 adjunct faculty
- Supervised evening college operation and personnel
- Assisted with institutional research and strategic planning, re-accreditation review by the Southern Association of Colleges and Schools Commission on Colleges, development of course catalog, registration, and branch campus maintenance tax election
- Supported broad administrative functions, including development and monitoring of overall instructional budget, evaluation processes, and physical plant utilization
- Served as institution's coordinator of Starlink satellite teleconferences
- Served as UIL Director for academic competitions held on campus

HIGHER EDUCATION TEACHING EXPERIENCE

Adjunct Faculty – Doctorate in Community College Leadership (Summer 2016 – Present)

Ferris State University, Big Rapids, Michigan

- Quantitative Research Methods (IDSL 845)

Adjunct Faculty – Business Management Department (Spring 2008 – Spring 2011)

North Central Texas College, Gainesville, Texas

- Leadership (BMGT 2309)

Adjunct Faculty – Psychology Department (1994 – 1995)

Lubbock Christian University, Lubbock, Texas

- Social Research Methods (PSY/SWK 3307)
- Psychological Statistics (PSY/SWK 3310)

- Writing and Research in Psychology (PSY 4399)
- University Studies (PSY 1100)

Instructor – XL: Strategies for Learning (Fall 1994)

Texas Tech University, Lubbock, Texas

- Strategies for Learning (XL 0201)

OTHER PROFESSIONAL EXPERIENCE

Director of Education & Public Relations (September 1996 – August 1999)

New Mexico Health Care Association, Albuquerque, New Mexico

- Planned and implemented instructional programs for long term care administrators, nurses, activity directors, social workers and Certified Nurse Aides on a state-wide basis
- Represented the Association to government agencies, corporations, and area colleges
- Served as liaison for Association members to national association
- Oversaw development of special projects, such as video instruction programs
- Organized, coordinated and promoted annual statewide Convention & Exposition, Fall Conference, and Winter Conference
- Approved applications for continuing education units for licensed health care professionals
- Supervised clerical staff and course instructors
- Executed meeting planning activities for association special events
- Wrote monthly newsletter for Association’s membership
- Oversaw development and launch of first website
- Led the process of developing new logo for the association
- Identified learning outcomes, developed curriculum and taught professional continuing education courses:

A Nutt-y Approach to Adult Education

To prepare long-term health care professionals for the challenge of teaching adults; topics covered included: Concepts of Andragogy, Traditional Higher Education vs. Adult Education, Adult Learning Methods, Idiosyncrasy of Adult Learning and Trainer Impact on Success of the Adult Student

Management 101 for Long Term Care Nurses

To prepare nurses to be better supervisors; topics included: leadership theories; evaluation of personal leadership style; self, staff, and departmental management strategies; and, application of management theory in the daily operation of the facility.

Manager of Instructional Television (August 1995 – October 1995)

KTXT-TV, Channel 5, Texas Tech University, Lubbock, Texas

- Promoted PBS educational programs to the university community and Lubbock Independent School District
- Marketed distance education as an instructional resource for the university & K-12 schools
- Planned educational television programming
- Collaborated with university faculty, staff and administration on the use of technology in the classroom
- Served on university's Teaching, Learning and Technology Advisory Committee
- Chaired Teaching, Learning and Technology Assessment Subcommittee
- Provided technical support for video teleconferences
- Served as on-air host for special productions and fund raisers

Research Assistant (1994 – 1995)

Texas Tech University, College of Education

- Assisted faculty with the writing, acquisition and implementation of a Carl D. Perkins Vocational Education Act grant titled "Effective Tech Prep Policies and Practices" to identify, describe and promote exemplary Tech Prep policies and practices in the areas of strategic planning, curriculum development and assessment among Texas high schools and community/technical colleges
- Administered grant budget
- Acted as liaison with grant advisory committee
- Completed federal reports as required
- Performed general research activities
- Organized advisory committee meetings
- Supported the activities of a National Science Foundation Grant to create the Southwest Center for Advanced Technological Education (SCATE)

Research Assistant (Spring 1994)

Texas Tech University, College of Education, Lubbock, Texas

- Assisted with preparations for a review of the Educational Psychology Department's accreditation standards by the Texas Higher Education Coordinating Board
- Gathered information on local, regional, national and international academic competitions for gifted and talented junior high and high school students for publication
- Collected learning styles data on junior high school students using LASSIE

PROFESSIONAL SERVICE

- *Adult Education Quarterly* Peer Reviewer
- *Journal for Applied Research in the Community College* Peer Reviewer
- American Association of Community Colleges – Special Commission on Leadership and Professional Development, Member, 2015 – 2017

COMMUNITY SERVICE

HCA Healthcare Houston: Tomball – Board of Trustees, Member

October 2018 – Present

Tomball Emergency Assistance Ministries (TEAM) – Advisory Committee, Member

April 2019 – Present

The Mighty Waffle – Board of Directors, Member

January 2019 – Present

Tomball Executive Roundtable – Member

Fall 2015 – Present

Lone Star College Foundation – Ex Officio Board Member

Fall 2015 – June 2017

Greater Tomball Chamber of Commerce – Board of Directors, Member

January 2015 – December 2017

Rotary Club of Tomball – Member

October 2014 – April 2017

Texas Higher Education Coordinating Board

- Texas Common Course Numbering System (TCCNS) Committee, October 2010 -- August 2014
- Medium-Sized Community Colleges Peer Accountability Group, Fall 2009 – June 2011
- Distance Education Advisory Committee/Subcommittee on Distance Learning Policies and Practice, Summer 2008

Texas Community College Instructional Leaders

- Fall 2011 Conference Planning Committee – October 2010 – July 2011

Communities in Schools of North Texas

Advisory Committee, October 2010 – June 2011

United Way of Denton County

- Executive Committee Member, April 2008 – October 2010
- Resource Development Committee, Chair, April 2009 – October 2010
- Resource Development Committee, Co-Chair, April 2008 – April 2009
- Nominating Committee Member, February 2008
- Board of Directors, April 2007 – Present
- Community Investment Committee, 2007 – 2008
- Strategic Planning Committee Member, Fall 2005

Presbyterian Hospital of Denton

Women's Advisory Committee, Spring 2006 – June 2011

Denton Independent School District

- Special Education Services Department/Early Childhood Education Task Force, Spring 2010
- Gonzales School for Young Children Campus Leadership Committee, Fall 2010 – May 2011

Denton Chamber of Commerce Board of Directors

- Board Member, April 2007 – March 2009
- Immediate Past Board Chair, April 2006 – March 2007
- Board Chair, April 2005 – March 2006
- Board Chair-Elect, April 2004 – March 2005
- Board Member, April 2002 – April 2005
- Economic Development Division Chair, April 2004 – April 2005
- *BeAlert* Committee Co-Chair, September 2003 – April 2004
- *BeAlert* Committee Member, April 2004 – May 2011
- Leadership Denton Ex-Officio Committee Member, April 2005 – March 2006
- Leadership Denton Class of 2004 Selection Committee Member, July 2003

Lewisville Chamber of Commerce

Ex Officio Board Member, January 2010 – June 2011

Denton Prayer Breakfast Planning Committee

Evaluation Chair, Fall 2005

Family Resource Center of North Texas

Advisory Committee member, Fall 2005

First State Bank – Denton County

Advisory Board Member, January 2003 – December 2007

Denton County Transportation Authority

Advisory Group Member, 2004 - 2006

US Congressman Dr. Michael Burgess Service Academy Nomination Advisory Board

November 2003 – 2010

Zoning Board of Adjustment, City of Denton

Alternate Member, August 2003 – July 2005

City of Denton Visioning Task Force – Appointed by the Mayor, 2002 – 2003

Altrusa International, Inc. of Albuquerque Board of Directors, March 1997 – August 1999

United Way – Lubbock, Texas, 1991 – 1993

- Speaker's Bureau
- Campaign Coordinator, South Plains College – Lubbock
- Captain, Employee Division
- Loaned Executive

KEYNOTE PRESENTATIONS

Nutt, L.A. *GRIT: Experience It, Believe It, Live It*, Circle of Ivy Virtual Meeting, Ivy Tech Community College Foundation, September 1, 2020

Nutt, L.A. *GRIT: Thriving Through Adversity*, Virtual First Friday Luncheon, Greater Tomball Area Chamber of Commerce, May 1, 2020

Nutt, L.A. *Beliefs-Based Leadership Culture*, Greater Tomball Area Chamber of Commerce Board Retreat, Tomball, Texas, October 17, 2019

Nutt, L.A. *Creating a Beliefs-Based Organizational Culture*, Executive Roundtable Series, Tomball Economic Development Corporation, Tomball, Texas, June 4, 2019

Nutt, L.A. *Beliefs-Based Leadership: Achieving Extraordinary Outcomes*, American Business Women's Association, Women Empowering Women Conference and Business Expo, Tomball, Texas, May 1, 2019

Nutt, L.A. *What Do You Believe About Student Success?* Opening Day Convocation Keynote, Community College of Rhode Island, Warwick, RI, August 30, 2018

Nutt, L.A. *GRIT Mindset: Making a Difference in Student Success; Getting GRITTY: The Real Deal; and GRIT Matters...For Everyone*, Richland Community College, Decatur, Illinois, Professional Development Day, February 28, 2017

Nutt, L.A. *LSC-Tomball's GRIT Journey & How To Guide*, North Texas Community College Consortium GRIT Conference: Building Student Agency & Resiliency, Eastfield College, Dallas, Texas, November 4, 2016

Nutt, L.A. *Making Waves for Student Success*, CASP Conference, Corpus Christi, TX, October 17, 2016

Nutt, L.A. *Got GRIT?* Texas Regional Leadership Conference, Phi Theta Kappa, College Station, Texas, October 10, 2015

Nutt, L.A. *What's GRIT Got to Do with It?* Texas Women in Higher Education Conference, Texas Tech University, Lubbock, Texas, January 29, 2016

Nutt, L.A. *Expanding the Completion Agenda to Include Grit and Mindset*, Texas Community College Instructional Leaders, Annual Conference, Austin, TX, October 7, 2015

Nutt, L.A. *Expanding the Completion Agenda to Include Grit and Mindset*, Oklahoma Association of Community Colleges, 48th Annual Conference, Midwest City, OK, October 2, 2015

Nutt, L.A. *Maybe Students Will Do Optional: Expanding the Completion Agenda*, AES/ABT Annual Conference, San Antonio, Texas, October 17, 2014

Nutt, L.A. *Maybe Students Will Do Optional: Understanding the Completion Agenda*, Academy for Teaching Excellence, Iowa Western Community College, Council Bluffs, Iowa, October 11, 2014

TEDX PRESENTATIONS

Nutt, L.A. *Are you a Belief Maker or a Belief Breaker?* TEDxTomball-ED, February 28, 2018

Nutt, L.A. *College is Optional*, TedX Tomball, Tomball, Texas, April 1, 2014

PROFESSIONAL DEVELOPMENT PRESENTATIONS

Nutt, LA. *Beliefs-Based Leadership*, The Honors College Leadership Series, Lone Star College-Tomball, Tomball, Texas, September 18, 2020

Nutt, L.A. *The Power of Belief in our Students*, SAGE 2YC Regional Workshop, Lone Star College-Tomball, Tomball, Texas

Nutt, L.A. & Garcia, L. *Academic Mindset – The Impact on Student Success: Shifting the “Completion Only” Agenda to the Beliefs Agenda*, Texas Pathways Institute, San Antonio, Texas, April 25, 2019

Nutt, L.A. & Keshvala, S. *Perspectives on Cultural Transformation: Both Ends of the Spectrum*, American Association of Community Colleges, 99th Annual Convention, Orlando, Florida, April 14, 2019

Nutt, L.A., McCall, D., & Pitstick, J. *Meeting Our Country's Demand for an Educated and Resilient Citizenry*, American Association of Community Colleges, 99th Annual Convention, Orlando, Florida, April 14, 2019

Nutt, L.A. & Keshvala, S. *Dual Credit and College Completion Rates: A Tale of Two Partnerships*, American Association of Community Colleges, 99th Annual Convention, Orlando, Florida, April 15, 2019

Nutt, L.A., & McCoy, J. *Improve the Completion Odds: Challenge Student Success Beliefs*, American Association of Community Colleges, 99th Annual Convention, Orlando, Florida, April 15, 2019

Nutt, L.A., Napoles, G.F., *Transforming Student Success Through Title V*, American Association of Community Colleges, 99th Annual Convention, Orlando, Florida, April 15, 2019

Nutt, L.A., Thomas, J.C. *Why Every College Needs a Grants Council*, American Association of Community Colleges, 99th Annual Convention, Orlando, Florida, April 15, 2019

Nutt, L.A. *The Completion Agenda's Missing Piece: GRIT*, Council for the Study of Community Colleges, 61st Annual Conference, San Diego, Florida, March 29, 2019

Nutt, L.A. *Beliefs-Based Leadership*, The Academy, Lone Star College, The Woodlands, Texas, February 22, 2019

Nutt, L.A. *What Do You Believe About Student Success?* Lone Star College-Houston North, Houston, Texas, September 18, 2018

Nutt, L.A. *What Do You Believe about Leadership?* The Academy, Lone Star College, The Woodlands, Texas, September 14, 2018

Nutt, L.A. & Elmer, R. *How GRIT Mindset and Open Badges Changed a College*, American Association of Community Colleges, 98th Annual Convention, Dallas, Texas, April 30, 2018

Nutt, L.A., Keshvala, S. & Napoles, G.F. *Leadership Lessons Through Hurricane Harvey*, American Association of Community Colleges, 98th Annual Convention, Dallas, Texas, April 30, 2018

Nutt, L.A., Johnson, A. & Thomas, J.C. *Changing the Student Success Narrative from Can't to Can*, American Association of Community Colleges, 98th Annual Convention, Dallas, Texas, April 30, 2018

Head, S.C., Keshvala, S., Napoles, G. & Nutt, L.A. *Less is More: Putting Key Performance Indicators to Work*, American Association of Community Colleges, 98th Annual Convention, Dallas, Texas, April 29, 2018

Nutt, L.A. & Thomas, J.C., *Making Institutional Effectiveness More Effective*, American Association of

Community Colleges, 98th Annual Convention, Dallas, Texas, April 29, 2018

Nutt, L.A., Keshvala, S., McGee, J., & Napoles, G.F. *Infusing Participatory Governance Across Levels of the Institution*, American Association of Community Colleges, 98th Annual Convention, Dallas, Texas, April 28, 2018

Nutt, L.A. *Beliefs: How They Define Successful Leadership*, Lone Star Leadership College, The Woodlands, Texas, April 13, 2018

Nutt, L.A. *GRIT Mindset: Making a Difference in Student Success*, Tyler Junior College Professional Development Sessions, Tyler, Texas, February 16 & March 23, 2018

Nutt, L.A., Wright Q.A. *Tomball 2020: The Integration of Multiple Initiatives into a Campus-Wide Strategic Plan*, American Association of Community Colleges, 97th Annual Convention, New Orleans, Louisiana, April 24, 2017

Nutt, L.A., *GRIT: Student Success Beyond Completion*, American Association of Community Colleges, 97th Annual Convention, New Orleans, Louisiana, April 23, 2017

Nutt L.A., *Teaching & Learning with GRIT*, American Association of Community Colleges, 97th Annual Convention, New Orleans, Louisiana, April 22, 2017

Nutt, L.A. *GRIT in Leadership*, The Academy, Lone Star College, Tomball, Texas, April 7, 2017

Nutt, L.A. *GRIT in the Workplace*, Lone Star College LEAP (Leadership Education Advancement Program) Session, Tomball, Texas, February 3, 2017

Nutt, L.A. *GRIT Mindset: Take Two*, Pearson Student Success Forum, Gateway Technical College, Sturtevant, Wisconsin, April 21, 2017

Nutt, L.A. *The Glory of GRIT*, LSC-Tomball GRIT Summit, Tomball, TX, October 14, 2016

Nutt, L.A. *GRIT at LSC-Tomball*, LSC-Tomball GRIT Summit, Tomball, TX, October 14, 2016

Nutt, L.A. *What's GRIT Got to Do With it?* Professional Development Day, Tomball Independent School District, Tomball, Texas, February 12, 2016

Nutt, L.A. *Maybe Students Will Do Optional: Expanding the Completion Agenda to Include Grit and Growth Mindset*, C5 Conference, Abilene, Texas, May 21, 2015

Nutt, L.A., Tate, R. *Maybe Students Will Do Optional: Expanding the Completion Agenda to Include Grit and Growth Mindset*, American Association of Community Colleges, Annual Convention, San Antonio, Texas, April 20, 2015

Nutt, L.A., *Maybe Students Will Do Optional: Expanding the Completion Agenda to Include Grit and Growth Mindset*, Lone Star College Teaching & Learning Conference, The Woodlands, Texas, March 20,

2015

Nutt, L.A. *Grit 101*, LSC-Tomball 101 Professional Development Series, Center for Organizational & Teaching Excellence, Tomball, Texas, September 4, 2014

Nutt, L.A., Morales, L. *Connecting the College and Community for Collective Impact*, TG Community College Student Success Symposium, Austin, Texas, June 18, 2014

Nutt, L.A. *Maybe Students Will Do Optional: Expanding the Completion Agenda*, National Benchmarking Conference, Overland Park, Kansas, June 17, 2014

Nutt, L.A., Karr, S., Morales, L., *Connecting the College and Community for Collective Impact*, American Association of Community Colleges Annual Convention, Washington, DC, April 7, 2014

Nutt, L.A., Karr, S., Morales, L., *Honoring the 21st Century Student Through an Honors College*, League for Innovation in the Community College, Innovations 2014, March 3, 2014

Nutt, L.A. *Student Learning Outcomes Assessment: From Threat to Transformation*, National Benchmarking Conference, Overland Park, Kansas, June 19, 2013

Nutt, L.A. *Initiative Alphabet Soup: Connecting the Dots to Impact Student Completion*, National Benchmarking Conference, Overland Park, Kansas, June 19, 2013

Nutt, L. A., Karr, S., *Initiative Alphabet Soup: Increasing Completion by Connecting the Dots*, League for Innovation in the Community College, Innovations 2013, Dallas, Texas, March 10, 2013

Seybert, J., Nutt, L.A., *Identifying Key Performance Indicators: The Foundation of an Institutional Dashboard*, League for Innovation in the Community College, Innovations 2013, Dallas, Texas, March 12, 2013

Nutt, L.A. *Student Learning Outcomes Assessment: From Threat to Transformation*, NISOD, Annual Conference, Austin, Texas, May 28, 2012

Seybert, J., Nutt, L.A., *Key Performance Indicators: A Major Component of an Institutional Dashboard*, Innovations 2012, Philadelphia, Pennsylvania, March 5, 2012

Seybert, J., Nutt, L.A., *Identifying Key Performance Indicators: The Foundation of an Institutional Dashboard*, Innovations 2011, San Diego, California, February 28, 2011

PROFESSIONAL DEVELOPMENT

- Diversity, Equity & Inclusion Certificate, Lone Star College-Tomball, Tomball, Texas, September – October 2020

- American Association of Community Colleges, 99th Annual Convention, April 2019, Orlando, Florida
- American Association of Community Colleges, 98th Annual Convention, April 2018, Dallas, Texas
- American Association of Community Colleges, 97th Annual Convention, April 2017, New Orleans, Louisiana
- American Association of Community Colleges, 96th Annual Convention, April 2016, Chicago, Illinois
- American Association of Community Colleges, High Performance Team Training, September 22 – 24, 2015, Houston, Texas
- Council for Resource Development, Presidents Fundraising Academy, June 25-27, 2015, Dallas, Texas
- American Association of Community Colleges, 95th Annual Convention, April 2015, San Antonio, Texas
- Communications Excellence Institute, October 2015, San Dimas, California
- American Association of Community Colleges, 94th Annual Convention, April 2014, Washington, DC
- National Benchmarking Conference, Johnson County Community College, June 2013, Overland Park, Kansas
- American Association of Community Colleges, 93rd Annual Convention, April 2013, San Francisco, California
- Center for Community College Student Engagement, High Impact Practices Institute, April 2013, San Antonio, Texas
- League for Innovation in the Community College, Innovations 2013, Dallas, Texas
- League for Innovation in the Community College, Innovations 2012, Philadelphia, Pennsylvania
- Entering Student Success Institute, April 2012, Santa Fe, New Mexico
- League for Innovation in the Community College, Innovations 2011, San Diego, California
- Southern Association of Colleges and Schools Commission on Colleges, Leadership Team Orientation, Atlanta, GA, January 2010
- Texas Women in Higher Education Annual Conference, The Woodlands, TX, April 2009
- Southern Association of Colleges & Schools Annual Conference, Atlanta, GA, December 2009
- Southern Association of Colleges & Schools Annual Conference, San Antonio, TX, December 2008
- Business & Professional Women's Leadership Summit, Sponsored by Senator Kay Bailey Hutchinson, Washington D.C., April 29 – 30, 2008, *limited to 350 participants nationwide*
- Texas Women in Higher Education Annual Conference, San Marcos, TX, April 25, 2008
- Southern Association of Colleges & Schools Annual Conference, New Orleans, LA, December 2007
- Southern Association of Colleges & Schools Annual Conference, December 2004
- Southern Association of Colleges & Schools Annual Conference, December 2002
- Southern Association of Colleges & Schools Annual Conference, December 2001
- Texas Association of Continuing Educators Annual Conference, Austin, TX, September 2000

- Southern Association of Colleges & Schools Annual Conference, December 2000
- Southern Association of Colleges & Schools Annual Conference, December 1999

PUBLICATIONS

Nutt, L.A. (2020). *The Beliefs Agenda: A New Paradigm for College Completion*, Ferris State University, Doctorate in Community College Leadership 10th Anniversary Publication (pending publication)

Nutt, L.A. & Hardman, L. (2019). *Complete the Agenda in Higher Education: Challenge Beliefs About Student Success*. Lanham, MD: Rowman & Littlefield.

Nutt, L.A. (2018) Grit vs. GRIT: It's a Matter of Quality, *Perspectives*, Ferris State University

Nutt, L.A. (2015). Expanding the Completion Agenda to Include Grit and Growth Mindset. Texas Community College Teachers Association (TCCTA) *Messenger*.

Nutt, L.A. (1996). *Overall career satisfaction of female presidents of American higher education institutions: A comprehensive description and analysis of predictors*. [Doctoral dissertation, Texas, Tech University]. <http://hdl.handle.net/2346/9004>

Nutt, L.A. (1995). Job satisfaction and female college presidents: A national comprehensive analysis. A poster presented at the 11th Annual All University Conference on the Advancement of Women in Higher Education, March 31, 1995. Lubbock, Texas.

Nutt, L.A. & Berry, C.L. (1995). Women in higher education leadership positions. In B.J. Irby & G. Brown (Eds.) *Women as School Executives: Voices and Visions* (pp. 180- 184). Sam Houston State University: The Texas Council of Women School Executives.

Nutt, L.A. & Berry, C.L. (1995). Reflections on the current status of women in higher education leadership positions. A paper presented at the 11th Annual All University Conference on the Advancement of Women in Higher Education, March 31, 1995. Lubbock, Texas.

HONORS AND AWARDS

- City of Tomball Proclamation, Dr. Lee Ann Nutt Day, April 27, 2019
- NISOD Faculty Excellence Award, May 2018
- Phi Theta Kappa, Alpha Rho Mu Chapter, Honorary Member, Fall 2015
- Executive Leadership Institute Graduate, League for Innovation, December 2013
- 157 Congressional Record, E936, recognition for service at North Central Texas College
- Phi Theta Kappa, Psi Iota Chapter, Honorary Member
- Small Businessperson of the Year Nominee, Spring 2003

- Leadership Denton, Graduate, May 2002
- Leadership Gainesville Graduate, June 2000
- American Association of University Administrators (AAUA) Foundation Dissertation of the Year Award Nominee, 1998
- Association for the Study of Higher Education (ASHE) Dissertation of the Year Award Nominee, 1996-1997
- Texas Tech University, College of Education, Outstanding Doctoral Student of the Year Nominee, 1995
- Texas Tech University, President's Honor Roll, 1989
- Texas Tech University, Dean's Honor Roll, 1988

KATHLEEN A. PLINSKE

October 19, 2020

Dear Members of the Presidential Search Committee:

As a first-generation college graduate, I have benefitted from the transformative power of education. My experiences as a student at my hometown community college ignited in me an insatiable thirst for learning and a passion for the community college mission. My professional experiences at McHenry County College and Valencia College have led me to discover my life's work, which is to blaze trails of access to higher education and to promote the creation of the conditions necessary to support all students' learning and success.

Upon reflective examination of the opportunities and challenges identified for Valencia College's next president, I believe that I am uniquely prepared and qualified to serve in the role. Moreover, I feel a deep sense of purpose and a calling for the work of the college. It is therefore with joyful enthusiasm that I submit this letter of application to serve as its next president.

I feel privileged to share my initial reflections on the immediate- and longer-term opportunities and challenges outlined in the Presidential Profile. I invite consideration of my [curriculum vitae](#) which demonstrates strong alignment with the desired qualifications and characteristics of Valencia's next president. I would welcome the opportunity to discuss these in more depth and detail in subsequent phases of the selection process.

Immediate Opportunities and Challenges

Valencia has been successful in **navigating the challenges of the global pandemic** by following two key priorities: protecting the health and safety of our students, employees, and community, and creating opportunities for the continuity of our students' learning. I am proud of the collaborative, thoughtful, agile, and innovative approaches that we have taken. Among these are the creation of a course retake option, the rapid development of a new course modality, and deeply personalized outreach to students through calling campaigns. I would look forward to engaging the college community in preparing to transition to the "new normal" that we would design together.

As we grappled with the unprecedented challenges of the pandemic, many employees courageously shared their personal experiences with systemic racism and called for greater accountability and **leadership for racial justice**. The college's recent explicit commitments to advancing racial equity are encouraging. As president, I would lend my full support to this critically important work. It is essential that we sustain momentum on efforts currently underway, including the development and implementation of the college's Equity Plan. We must also create the conditions for employees, students, and community members to feel welcome to share their lived experiences so that we may listen deeply, learn from one another, and build an institutional culture that prioritizes the humanity and intrinsic value of those who work alongside us and of those whom we serve.

As we look ahead, there are many **key vacancies across the college to be filled**. Upon reflection, I am proud of the incredibly talented and diverse group of vice presidents whom we welcomed to the Provost's Team. A broad-scale, collaborative effort was required to recruit a diverse pool of candidates, engage in a robust discernment process, and communicate a vision that was compelling to the exceptional leaders who chose to join us. I would look forward to coordinating a similarly participative process to collect broad input from across the college to identify future leaders to add diversity of voice, perspective, and experience to a high-performing senior leadership team.

Longer-Term Opportunities and Challenges

I believe that there is a great deal of truth in the old adage that, “The best way to predict the future is to create it.” Our emergence into a post-pandemic world requires us to **reimagine higher education while maintaining the best elements of Valencia’s organizational culture**. Given the talent of its faculty and staff and their demonstrated commitment to collaboration, Valencia has not only an opportunity to shape the future of higher education in Central Florida, but an equally great responsibility to ensure that what we design serves the changing needs of our students and community. For example, rather than automatically reverting to offering 70% of courses face-to-face, we have an opportunity to design with intentionality the balance of modalities of our course offerings. Rather than returning to an exclusively face-to-face model of student service delivery, we must consider how to invest in the best elements of our newly designed online delivery model to meet our students’ needs. We should also consider opportunities for remote work for faculty and staff, even as our campuses fully reopen.

Our transition into the post-pandemic world will be supported by **cutting-edge technology to support the highest quality learning experiences for all students**. It will be critical for the college to develop a multi-year technology plan. Beyond detailing the hardware, software, and cloud services identified by faculty and staff as having the greatest potential impact on learning, this plan will encompass the necessary investments in infrastructure that will be required to deliver on this potential and protect against cybersecurity threats. The plan must also delineate the ways we will ensure that all of our students have access to engage with these new technologies so that we do not reinforce or create new systemic inequities across a digital divide.

Our design work will also be informed by a **data-rich educational ecosystem and partnership**. Our relationships with our local school districts and university partners are powerful assets. The Central Florida Educational Ecosystem Database (CFEED) is beginning to generate insights that will shape new pathways and interventions to advance equity in student outcomes and maximize students’ readiness for success, particularly at key intersections of progression between institutions.

At Valencia, the pandemic required us to develop new ways of communicating and working interdependently. We must maintain this high level of collaboration across the district while also supporting our campuses in their efforts to serve the specific needs of their local communities. The Strategic Impact Plan that we are developing together is designed to **build a cohesive and collaborative organization**. Over the last decade, I have witnessed that Valencia can achieve any goal it sets for itself; however, like all organizations, we can lose momentum if we try to respond to too many priorities at once. It is critical for all employees to have a collective understanding of what we are trying to achieve together so that we can pull the “metaphorical oars” in the same direction and in a synchronized way across campuses and divisions. This cohesion will empower employees at all levels of the organization to make decisions that move us toward the collective goals we establish in the Strategic Impact Plan.

As I have demonstrated in my work at Valencia, my preferred leadership style is highly collaborative, participatory, and results-oriented. As we work to **ensure that the college is poised to understand, shape and meet the changing needs of our regional partners, employers, and industries**, I would want us to explore the following lines of inquiry: Do the credentials we currently offer meet the needs of students and employers? Given unemployment rates in our region, are we meeting the needs of adult learners and career-changers? Does our curriculum prepare students for transfer and workforce success? Have our graduates developed the skills and habits of mind necessary to be lifelong learners? And, for each of these questions, how do we know?

We must **develop a strategy to meet the educational needs of a growing region**. As our community continues to become more diverse, we will focus on those who have traditionally been

excluded from higher education. We will create pathways of access to redress historical patterns of inequities. Estimates of regional population growth, combined with our aspirations to increase the educational attainment level of our community, suggest that we may be called upon to serve an additional 20,000-30,000 students annually. Associated with this expected increase in demand is the significant challenge of planning for additional operational expenses given the likelihood that the corresponding growth in revenues will not be proportional.

The financial pressures that Valencia faces are substantial, given **the realities of revenue, tuition, state funding, and other fiscal challenges**. It will be important for the next president to advocate for the state's new tiered funding model, as well as for increased state support to prevent additional financial burdens being placed on our students. Access to higher education is inextricably intertwined with affordability. In fact, in our work to increase the college-going rate in Osceola County, we learned that one of the largest challenges was overcoming misperceptions about the cost of higher education. As president, I will advocate for state policy changes to remove financial challenges that serve as barriers to access. I will actively engage with the Valencia Foundation in its philanthropic initiatives and I will strongly support the strategic acquisition of grant funding. I will also encourage the college to consider alternative revenue streams that align with our mission.

As we look outward to prepare for the future, we must also look inward and engage in **courageous conversation and action to create an equitable organization**. In order to establish the conditions necessary for our students to achieve the ambitious goals we have articulated for equity in outcomes, we must ensure that our own house is in order and that all employees are valued, supported, and work in an environment in which they can thrive. I believe that an institutional climate study would be an important step in helping us to better understand the experiences and perceptions of all members of the college community, enabling us to be better informed in our efforts to improve the conditions for working and learning. As president, I will be intentional about increasing the diversity of voices in decision-making and systematically reviewing policies, procedures, and practices to eliminate inequitable outcomes. I will establish an expectation that the college work toward diversifying its faculty and staff to reflect more closely the demographics of the students and communities we serve. At the same time, I will ensure that we provide meaningful professional development opportunities for current faculty and staff to grow as equity-minded practitioners. Furthermore, I will expect us to assess whether our curriculum prepares students to engage thoughtfully in critical conversations about racial equity and justice and to participate meaningfully in society as informed citizens.

Another area in which we should look inward before leading outward is sustainability. As president, I will commit to **stewarding the organization's efforts to reduce environmental impacts and deepen the partnership with our community for a sustainable future**. As campus president, I have demonstrated a commitment to sustainability through the major building projects I was asked to lead, and each has been recognized with either LEED or Green Globes certification. I have supported partnerships with the City of Kissimmee for connecting our campus with planned bike trails and partnered with members of the Kissimmee Valley Audubon Society to reduce the impacts of the Poinciana Campus on migratory birds and other wildlife. As president, I will establish the expectation that Valencia make a bigger impression by leaving a smaller footprint, doing our part to reduce the environmental impact of our campuses and serving as a leader in modeling sustainable practices. I will also ask that we assess whether our curriculum prepares students to understand the impacts of global climate change and to be good stewards of the environment.

One additional opportunity not specifically highlighted in the Presidential Profile — but which is particularly meaningful to me — is the opportunity to work with our amazing students. When I moved into the District Office in my role as Executive Vice President and Provost, I missed the interactions I regularly had on campus with students. In response, and in partnership with Student

Development, I invited our Student Government Association leaders to serve on a newly created Provost Student Advisory Board. I did this for several reasons: I was confident they would make significant contributions to our work to improve student outcomes; I wanted to move the college toward formalizing student voices in our collaborative governance system; and, I knew my work as a leader at Valencia would be nourished by engaging with students. As president, I will create regular opportunities to interact with students and continue to invite them into our work together.

In closing, I would like to share that one of the things I learned while serving as Interim President of McHenry County College is that you must bring your whole self to the role. It is not sustainable to serve in a position with such tremendous responsibility pretending to be someone you are not. If Valencia is looking for a “corporate style” leader who will sit in her office and manage from afar, I am not the right person for the job. However, if you are looking for someone who will roll up her sleeves and be highly engaged on our campuses, who will thrive on opportunities to interact with students, faculty, and staff, who will continue to seek opportunities to develop strategic and collaborative partnerships with the Central Florida community, who will proactively advance affordability, equity, and sustainability, and who will lead from a place of authenticity, integrity, and humility, I would be honored to be given further consideration to serve as the next president of Valencia College.

With appreciation,

A handwritten signature in blue ink that reads "Kathleen Plinske". The signature is written in a cursive, flowing style.

Kathleen A. Plinske, Ed.D.

KATHLEEN A. PLINSKE

EDUCATION

Doctor of Education – Educational Technology <i>Pepperdine University – Malibu, California</i>	2008
Master of Business Administration <i>University of Florida – Gainesville, Florida</i>	2012
Master of Arts – Spanish <i>Roosevelt University – Chicago, Illinois</i>	2004
Bachelor of Arts – Spanish and Physics, with Highest Distinction and Honors <i>Indiana University – Bloomington, Indiana</i>	2001
Master of Science – Industrial and Systems Engineering <i>University of Florida – Gainesville, Florida</i>	Expected April 2021

PROFESSIONAL EXPERIENCE

July 2018 to present

Executive Vice President and Provost

Valencia College – Orlando, Florida

- Work in close partnership with the President to provide leadership for and integration of mission-critical college functions, including academic affairs, student affairs, educational partnerships, and analytics and planning, for a multi-campus community college serving more than 60,000 students annually.
- Led collaborative development of collegewide student outcomes goals with an explicit focus on advancing racial equity that were endorsed by Faculty Council; planning process resulted in identification of several new areas of focus for Learning Council and an annual review of progress at Leadership Forum.
- In partnership with Student Development, created Provost Student Advisory Board and invited Student Government Association leaders collegewide to engage in efforts to improve student outcomes, leading to development of #First15 initiative which recognizes students who complete 15 credit hours, a critical milestone on the pathway to graduation.
- Provide leadership for the college’s planning process, characterized by a collaborative and comprehensive approach that integrates district and campus planning and aligns resource development and allocation with college strategy.
- Steward collaborative partnerships with school districts of Orange and Osceola counties with a focus on increasing the college-going rate and college readiness of recent high school graduates and expanding opportunities for participation in dual enrollment, particularly for traditionally underserved high schools.
- Co-chair Valencia/UCF Collaboration Council to establish strategic direction for DirectConnect to UCF partnership.

July 2010 to present

Campus President, Osceola, Lake Nona, and Poinciana Campuses

Valencia College – Kissimmee and Orlando, Florida

- Serve as chief academic and operating officer for three campuses which enroll more than 25,000 students annually. Provide leadership for approximately 140 full-time faculty, 600 part-time faculty, 250 full-time staff, and 300 part-time staff.
- In collaboration with the School District of Osceola County, launched a community-based initiative with the goal of increasing the college-going rate of students in Osceola County. College-going rate increased from 40% in 2010 to 54% in 2017; effort was recognized with Chancellor’s Best Practice Award in 2017.

PROFESSIONAL EXPERIENCE (continued)

	<ul style="list-style-type: none"> • In collaboration with the University of Central Florida, led development of <i>Camino a UCF</i>, a cohort-based learning community designed to create an accelerated transfer pathway with a guaranteed course schedule. • In collaboration with the School District of Osceola County and the University of Central Florida, led development of Future Teachers Academy, a cohort-based learning community program in which students are guaranteed a teaching position with the school district after completing their baccalaureate degree. Supported by \$125,000 philanthropic gift by CFE Federal Credit Union. • In partnership with the School District of Osceola County and Valencia's Office of Organizational Development and Human Resources, designed shared faculty positions with teaching loads in area high schools and at Valencia to address math teacher shortage in school district and improve students' college readiness. • Led development of several grants, including \$3.0 million National Science Foundation grants to double the number of Black and Hispanic students pursuing a degree in STEM, and \$2.625 million Title V grant to develop new career and technical education pathways at the Osceola Campus. • Led the planning of Poinciana Campus which opened in Fall 2017; stewarded donation of land for campus from Osceola County. Building 1 features solar shade to reduce heat-load, solar panels for hot water heating, a hybrid chilled beam system, and native landscaping, achieving Three Green Globes certification. • Oversaw opening of Lake Nona Campus in Fall 2012. Building achieved Three Green Globes certification with a focus on energy and water use efficiency. • Led the planning of Osceola Campus Building 4, which includes 18 classrooms, 10 science laboratories, a library, tutoring center, and a regional campus of the University of Central Florida. Building received LEED Gold certification with a focus on energy and water use efficiency.
October 2009 to June 2010	<p>Interim President <i>McHenry County College – Crystal Lake, Illinois</i></p> <ul style="list-style-type: none"> • Served as chief executive, administrative, and education officer of the college reporting directly to seven-member, locally-elected Board of Trustees. Ex officio member of Board of Directors, Friends of MCC Foundation. • Provided stability in executive leadership after a period of significant transition and turnover. Led strategic planning process and development of key performance indicators to formalize institutional commitment to student success, academic excellence, and environmental stewardship to promote sustainability.
May 2001 to October 2009	<p><i>McHenry County College – Crystal Lake, Illinois</i></p> <p>Served in a number of roles of progressively responsible experience, including Instructional Media Specialist, Coordinator of Media Development and Technology Training, Director of Distance Education and Professional Development, Executive Director of Institutional Effectiveness, and Vice President of Institutional Effectiveness.</p>

TEACHING EXPERIENCE

2010 - 2019	Pepperdine University – Malibu, California Part-Time Faculty: Educational Technology
2010 - 2018	Valencia College – Kissimmee and Orlando, Florida Part-Time Faculty: Spanish, Mathematics, and Honors Leadership
2015 - 2018	University of Central Florida – Orlando, Florida Part-Time Faculty: Community College Leadership
2001 - 2010	McHenry County College – Crystal Lake, Illinois Part-Time Faculty: Spanish
1999 - 2001	Indiana University – Bloomington, Indiana Teaching Assistant (Physics) and Peer Instructor (Freshman Interest Groups Program)

PROFESSIONAL & COMMUNITY SERVICE

Career Services Committee Chair and Board Member – <i>CareerSource Central Florida</i>	2015 - present
QEP Evaluator – <i>Southern Association of Colleges and Schools Commission on Colleges</i>	2018
President (2013-2014), Vice President (2011-2013), Member – <i>Rotary Club of Lake Nona</i>	2010 - 2018
Board Member – <i>Kissimmee/Osceola Chamber of Commerce</i>	2010 - 2018
Volunteer – <i>Nemours Children's Hospital</i>	2015 - 2018
Chair (2014-2016), Vice Chair (2014), Board Member – <i>Osceola Education Foundation</i>	2011 - 2016
Member – <i>Comité de Educación – Consulado de México Orlando</i>	2013 - 2016
Board Member – <i>Osceola Center for the Arts</i>	2011 - 2015
Board Member – <i>Community Vision of Osceola County</i>	2011 - 2015
Chair (2013) and Board Member – <i>Lake Nona Education Council</i>	2012 - 2014
Board Member – <i>Junior Achievement of Osceola County</i>	2012 - 2014
Board Member – <i>Harmony Institute</i>	2011 - 2014
Peer Reviewer - <i>Higher Learning Commission, North Central Association</i>	2007 - 2010

PUBLICATIONS

- Holmes, E., Lora-Santos, E., Britt, J., & Plinske, K. (2019). LifeMap 2.0: The evolution of a developmental advising model at Valencia College. In T. O'Banion (Ed.), *Academic advising in the community college* (pp. 51-68). Rowman & Littlefield.
- Plinske, K. (2018). Long-term learning communities: Mitigating the effects of stereotype threat and cultivating student success. In M.A. Poisel & S. Joseph (Eds.), *Building transfer student pathways for college and career success* (pp. 93-108). University of South Carolina.
- Plinske, K. (2018, January). Got College? A grassroots effort to increase the college-going rate in a historically underserved community. *League for Innovation in the Community College Innovation Showcase*.
- Plinske, K. (2017). Being called to the presidency during tumultuous times. In M. Ellis & L. Garcia (Eds.), *Generation X presidents leading community colleges: New challenges, new leaders* (pp. 25-34). Rowman & Littlefield.
- Plinske, K. (2017, September 28). *Serving as president during tumultuous times*. Community College Daily. <http://www.ccdaily.com/2017/09/serving-president-tumultuous-times/>
- Plinske, K., & Packard, W. (2010). Trustees' perceptions of the desired qualifications for the next generation of community college presidents. *Community College Review*, 37(4), 291-312.
- Milliron, M.D., & Plinske, K. (2009). Building for a new generation of learning: Catalytic conversations for the educational publisher. *Publishing Research Quarterly*, 25(1), 1-11.
- Milliron, M.D., Plinske, K., & Noonan-Terry, C. (2008). Building a new generation of learning: Conversations to catalyze our construction. *Planning for Higher Education*, 37(1), 7-14.
- Gunter, J., Dzierba, A.R., Lindenbusch, R., Plinske, K.A., Rust, D.R., Scott, E., Shepherd, M.R., Smith, P.T., Sulanke, T., Teige, S., Szczepaniak, A.P., Chung, S.U., Danyo, K., Hackenburg, R.W., Olchanski, C., Weygand, D.P., Willutski, H.J., Denisvo, S.P., Dorofeev, V.A., ... Witkowski, M. (2001). Partial wave analysis of the $\pi^0 \pi^0$ system produced in $\pi^- p$ charge exchange collisions. *Physical Review D*, 64, 072003.
- Marshall, S. P., Ramirez, M., Plinske, K., & Veal, C. (1998). Creating conditions for developing and nurturing talent: The work of school leaders. *NASSP Bulletin*, 52(595), 75-84.

HONORS

Named one of 40 Under 40 Top Alumni – <i>University of Florida</i>	2019
Named one of 20 Under 40 Top Alumni – <i>Indiana University College of Arts and Sciences</i>	2018
Legacy Award – <i>Valencia College Osceola Campus (selected by student leaders)</i>	2018
Distinguished Alumna – <i>Pepperdine University Graduate School of Education and Psychology</i>	2017
Women Who Mean Business – <i>Executive of the Year, Orlando Business Journal</i>	2017
Don Quijote Hispanic Community Champion Award – <i>Hispanic Chamber of Metro Orlando</i>	2014
Compadre Award – <i>Hispanic Business Council, Kissimmee/Osceola Chamber of Commerce</i>	2014
Administrator of the Year – <i>Osceola County Veterans Council</i>	2013
Alumni Distinguished Leadership Award – <i>Illinois Mathematics and Science Academy</i>	2013
Outstanding Young Alumna – <i>Indiana University College of Arts and Sciences</i>	2012
Woman of the Year – <i>Orlando Business Journal 40 Under 40</i>	2012
Named one of 24 Emerging International Leaders in Education – <i>Phi Delta Kappa</i>	2009
Named one of Top 10 Professionals Under 40 – <i>McHenry County Business Journal</i>	2006
Member – <i>Phi Beta Kappa</i>	2001
Herman B Wells Scholar – <i>Indiana University</i>	1997 – 2001
Science, Research, and Technology Scholar – <i>Indiana University</i>	1997 – 1999

INVITED PRESENTATIONS

Disruptive Technology: Preparing a Ready Workforce <i>The Philanthropy Roundtable</i>	10/2018
Valencia College: Transforming the Central Florida Community <i>United States Secretary of Education's "Rethink Higher Education Summit"</i>	12/2017
Best Practice Programs in the Florida College System: Got College? <i>Association of Florida Colleges Annual Meeting</i>	11/2017
Doing Business in Osceola County <i>Orlando Business Journal</i>	3/2017
Achieving Extraordinary Results Through Unreasonable Teamwork <i>Keynote Address – Pasco-Hernando Community College</i>	10/2015
Más Allá de las Estadísticas: Los Latinos en la Educación Superior <i>Education Writers Association – Latino Education Seminar</i>	9/2015
Educación y Salud de la Comunidad <i>Summit of Puerto Rican Affairs</i>	5/2014
A Regional Strategy to Build Pathways for Students <i>Kentucky Community & Technical College System Transfer Summit</i>	4/2014
Panel Discussion: The Future of Community Colleges <i>Indiana University School of Education</i>	10/2012
Executive Roundtable: Innovative Technology and Policy in Higher Education <i>South Carolina Technical College System Teaching and Learning Conference</i>	9/2012
Pathways Through Politics: Traversing Within <i>Future Leaders Institute, American Association of Community Colleges</i>	1/2012
Emerging Educational Technologies to Engage Our Students <i>Keynote Address, Lincoln Trail College</i>	8/2009

SELECTED CONFERENCE PRESENTATIONS

3 Partnerships + 3 Years = Amazing Results <i>Florida College Access and Success Summit</i>	5/2017
Gen X Presidents Tell All About a New Day for Presidents <i>American Association of Community Colleges Annual Convention</i>	4/2016
Camino a UCF: Una Comunidad Fuerte <i>Hispanic Association of Colleges and Universities Annual Conference</i>	10/2015
Engaging Latino Students for Transfer and College Completion: What Are We Learning? <i>Excelencia in Education</i>	9/2015
REACH to Complete: Redesigning Developmental Education with Completion in Mind <i>American Association of Community Colleges Annual Convention</i>	4/2015
Transformando una Comunidad: Increasing the College-Going Rate in Central Florida <i>Hispanic Association of Colleges and Universities Annual Conference</i>	10/2013
Passion, Persistence, and Perseverance: The Untold Stories of Community College Alumni <i>American Association of Community Colleges Annual Convention</i>	4/2012
Taking the Reins in Tumultuous Times <i>American Association of Community Colleges Annual Convention</i>	4/2011
Valencia's Collegiate Academy at Lake Nona High School <i>Florida Association of Community Colleges Annual Convention</i>	10/2010
Google Essentials for the Executive <i>American Association of Community Colleges Annual Convention</i>	4/2010
Planning for the Future through Organizational Learning <i>National Institute for Staff and Organizational Development Conference</i>	5/2009
You, Too, Can YouTube <i>National Institute for Staff and Organizational Development Conference</i>	5/2009
What Trustees Want: The Next Generation of Community College Presidents <i>American Association of Community Colleges Annual Convention</i>	4/2009
Supporting Institutional Dialogue and Organizational Learning <i>Higher Learning Commission Annual Meeting</i>	4/2009
A New Generation of Learning <i>Innovations Conference, League for Innovations in the Community College</i>	3/2007
Taking the Plunge: Switching Online Learning Management Systems Successfully <i>Illinois Online Conference</i>	2/2007
Digital Video as a Tool for Faculty Development <i>National Institute for Staff and Organizational Development Conference</i>	5/2005
Digital Communication Tools in Professional Development <i>National Council for Staff, Program, and Organizational Development</i>	10/2004
Creating a Learner-Centered Language Classroom - Pre-Conference Workshop <i>American Association of Teachers of Spanish and Portuguese Annual Meeting</i>	8/2004
Teaching Reading Comprehension at a Distance: Bringing Legends to Life <i>Digital Stream: California State University Monterey Bay</i>	3/2004
100% Retention in an Online Spanish Course <i>American Association of Teachers of Spanish and Portuguese Annual Meeting</i>	8/2003

SELECTED PROFESSIONAL DEVELOPMENT

- Seeking Educational Equity and Diversity (SEED) I - *Valencia College, 2018-2019*
- Seeking Educational Equity and Diversity (SEED) II - *Valencia College, 2019-2020*
- Aspen Presidential Fellowship for Community College Excellence - *Aspen Institute, 2016*
- Doctoral Fellow, Community College Leadership Development Initiative - *University of San Diego, 2006*

ADDITIONAL INFORMATION

- Languages: native proficiency in English, professional proficiency in Spanish
- Study Abroad at *Instituto Tecnológico y de Estudios Superiores de Monterrey* - Cuernavaca, México, 2000
- Advanced Spanish language study at *Escuela de Idiomas don Quijote* - Granada, España, 2014
- Graduate of the *Illinois Mathematics and Science Academy* - Aurora, Illinois, 1997

10/12/2020

Dear Valencia President Search Committee Chair,

I am enthusiastically applying for the position of president of Valencia College, widely respected nationally as one of the top-ranked colleges for student success, completion, transfer and diverse representation. After a thorough review of the position description and desired qualities of the next Valencia College president, I would like to specifically address and share examples of alignment with my three decades of innovative leadership, relationship building, and advocacy of higher education student access, success, completion, and career readiness.

Despite the geographical challenges of being located in the furthestmost western point of the Commonwealth of KY and surrounded with rural counties bordering Illinois, Tennessee and Missouri, under my leadership West Kentucky Community and Technical College (WKCTC) has been consistently recognized nationally. Most recently, WKCTC received national and statewide recognition as a 2020 Bellwether Consortium finalist, was a record 5-time, top-10 institute out of 1000 community and technical colleges pursuing the 2021 Aspen Institute prize, received a CASE fundraising excellence award, and is ranked by bestcolleges.com as the number one community and technical college in Kentucky. These regional and national achievements reflect an intentional leadership style and exhaustive focus on identifying and minimizing student academic and non-academic barriers, implementing and communicating clear pathways and customized intervention supports, all of which are linked to demonstrated high levels of student success and completion, transfer to a four-year institution or going directly to work. I am also well versed and committed to professional development opportunities that embrace the appreciative advising model, competency-based education, and co-education pathways. I believe my leadership skills will ensure that Valencia College is uniquely positioned to further innovate to meet the needs of an eclectic and diverse student body through next-level research based and best practices pedagogy, technology, and academic support in a world-class environment of excellence.

I bring 30 years of senior leadership with a collective set of leadership skills and diverse experiences, including a background in broadcasting news and communications, diversity, equity, and inclusion, admissions, enrollment, retention, student success, academic affairs, environmental sustainability, and building community partnerships. These experiences have been fostered by serving at community and technical colleges, regional and research one institutions, and have been enriched by serving in various leadership roles such as coordinator, director, dean, associate vice provost and president. Such positions have provided me with a comprehensive skillset of building campus and community stakeholder support—while creating, implementing, and advocating student success retention and completion initiatives at the institutions where I've worked. On a personal level, I bring my past college experiences as an international, non-traditional, athlete, first-generation and diverse student, which has provided me the ability to relate and empathize with the need for customized approaches to serving students.

The Valencia College president position profile emphasizes the importance of teaching and learning, understanding the learning environment, implementing clear and nurturing pathways, including working collaboratively with four-year partners. As reflected on my resume, I bring extensive academic expertise including creating curriculum, academic support of online and hybrid course delivery, teaching first-year studies courses, and I have been cited in various peer-reviewed articles on pathways and student success. I have also fostered intentional ongoing partnerships and memoranda of agreements with Murray State University, the University of Kentucky College of Engineering (chemical and mechanical),

and most recently the University of Louisville Dental School. The MSU-WKCTC partnership has been enhanced significantly with intentional outreach meetings and exchanges between former president Dr. Robert Davies and myself, resulting in joint executive cabinet meetings. It continues with current president Bob Jackson and the signing of transfer memoranda of agreements between our business colleges and school of art and design. The long-standing partnership with the University of Kentucky's school of engineering and WKCTC has resulted in 730 graduates in mechanical and chemical engineering, with a 73% regional retention rate and job placement. The recently established University of Louisville's Dental School collaboration in January 2020 will provide regional dental care for hundreds of veterans, low-income citizens, and underrepresented communities—many of whom currently seek oral care services at our regional hospital emergency rooms.

The Valencia president position announcement underscores the need for experience with building, shaping, and maintaining regional workforce, business and industry partnerships to meet changing state, regional, and national demands. I established the first annual regional business and industry symposium in 2019 with the clear intention of hosting business and industry, legislative, and community stakeholders to share real-time workforce needs and provide an opportunity for the college to promote our workforce training, KY FAME and TRAINS incentives. The KY FAME is an advanced manufacturing internship model, which provides students with two days a week of theoretical information in class and three days working at a plant for hands-on experience. The Kentucky TRAINS provides new companies with a seventy five percent discount and existing companies a fifty percent discount on workforce training by the college. The regional business symposium was very successful, and we attracted hundred business and industry leaders, several state representatives, Congressman James Comer, and Bob Quick, CEO of the Lexington Chamber. The success of the event is a specific example of my ability to reach out, collaborate, and forge regional business and Industry partnerships in Kentucky, Illinois, Missouri, and Tennessee service areas. I also served and worked very closely with the Workforce Innovation Opportunity Board and the Kentucky Chamber talent pipeline champions.

A common concern and feedback voiced by CEOs, business and industry leaders, and legislators is the slow response turn-around time on workforce training, certificate, diploma and associate degrees. I firmly believe that we need a re-branding of guaranteed excellence of Valencia College graduates to employers, which should include free retraining or repeat of education deficiencies if needed. The free guarantee of re-training affirms our level of commitment to meeting expectations, and adjusting, modifying or re-doing as necessary to bolster confidence among business and Industry, parents, and legislative stakeholders. I would add that the growing employer expectation of accelerated time-to-work will require Valencia to fully embrace and implement an option of awarding skills-based learning, and implementation of learning and employment records (LER) for accelerated workplace readiness and hiring. Another growing concern from community business, government, and political leaders is a lack of “soft skills”—or career readiness among some graduates leading to the added cost of additional training for some graduates. At WKCTC, we have embraced some of these concerns and feedback and launched our business immersion center, which is laser-focused on curriculum-based “soft skills” enhancement and utilizing real-time participation and direct feedback from employers.

The Valencia president position description also values experience working with elected officials at the local, state, and national levels. I have actively engaged all of our state representatives in the Western region on an ongoing basis, including the House Chair of Appropriations and Revenue; co-chair of the Economic Development and Co-Chair of the Workforce Investment Committee; and senior representatives on the Education Committee. In addition, I have presented KCTCS and college priorities at the western regional Senate and House retreats and forums held by KY Senate Majority Leader Robert Stivers and House Speaker David Osborne. As the 2021 chair-elect of the greater Paducah Chamber, I

have and continue to be actively involved in the planning and legislative strategy of our annual Frankfort trips to meet with the Governor, State Representatives, and KY Cabinet Secretaries. At the federal level I have been involved in the Paducah Chamber's Washington DC Capitol trips meetings with US Senate Majority Leader Mitch McConnell, KY Congressional leaders and US Secretary of Transportation, Honorable Elaine Chao, and former US Secretary of Energy and Assistant, Honorable Rick Perry and Assistant Secretary of Education, Bob King, who also previously served as the President of the Council of Postsecondary Education.

Our colleges and nation are faced with multiple challenges, including the COVID-19 pandemic, safety and security, racial and social unrest, budget challenges, and increased aggressive competition from online, private, and regional colleges outside of our state borders. A September 24th, 2020 article in the American Association of Community College's *Community College Daily* noted there was also a 7.5% decline in national community college enrollment. In order to meet those demands, it is imperative that Valencia fully embrace the predicted new model of workforce, which clearly indicates the rapidly changing demographic trends of the need to educate and train a majority diverse and adult population. I believe that my three decades of diversity, equity, and inclusion expertise will be an asset to foster credibility and intentional outreach, access, support and completion rates to historically underserved populations. I have been fortunate and intentional in advocacy efforts for equity through a long standing demonstrated ability and expertise to lead, facilitate, and engage various audiences into sensitive and challenging discussions of diversity, equity, and inclusion. The national factors will also result in education disruption, which is the new normal and will require a leader who can insulate our institutions, implement strategic investment and efficiencies to effectively meet the enrollment challenges, and meet the workforce demands of business and industry. According to renowned community college authors and leaders, Martha Ellis and Linda Garcia, corporate leaders are *demanding faster, cheaper, better* from our colleges. The crowded marketplace of demand from business and industry, local, state, and federal government, parents, and our K-12 partners will require a leader who can communicate persuasively and consistently to varied stakeholders—a leader who will be a tireless advocate and will champion the Valencia story, showing why the College must be viewed as the leading affordable, equitable and responsive postsecondary, transfer, and workforce provider of choice to all of the students served.

In closing, I believe my extensive higher education background and ability to communicate effectively with various stakeholders, including adult and traditional students, parents, K-12 and four-year partners, state and federal legislators, and business and industry; incorporate vision and strategic planning; implement transformative communication and marketing strategies; and advocate for diversity, equity, and inclusion, will be an asset to the Valencia College system. I will be truly humbled if given the opportunity to be the next Valencia College president and look forward to building upon, challenging, transforming and supporting one of the Valencia mantras, "anyone can learn, anytime, under the right conditions."

I look forward to hearing from you and the opportunity to engage in the very critical and important conversation about the next president who can build upon the outstanding reputation and work of Valencia's short-term and long-term vision, mission, and strategic plan to be the #1 college in the nation.

Sincerely,

Anton Reece
President, West Kentucky Community and Technical College

ANTON REECE, PHD

Profile: *Demonstrated versatile communicator with a strategic, motivational, and visionary leadership style; committed to building teamwork and synergy. Successfully created and implemented transformative processes for guided pathways of student success completion, leadership and equity in a global and diverse society; developed effective system and campus collaborations with faculty, staff and students; and collaborated extensively with various legislative, regional and statewide business and economic leaders, K-12 stakeholders and four-year institutions supporting student access, completion and employment.*

EDUCATION

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

PhD, Educational Psychology and Research - December 2013
 Concentration in Collaborative Learning
 Dissertation Title, "Understanding the Student Perspective of Teacher-Student Engagement in First-Year Studies Courses"

EASTERN KENTUCKY UNIVERSITY, RICHMOND, KENTUCKY

MA, Counseling, Student Personnel Services - August 1990

EASTERN KENTUCKY UNIVERSITY, RICHMOND, KENTUCKY

BA, "Cum Laude," Broadcasting News - May 1988

THE LODGE HIGH SCHOOL, ST. JOHN, BARBADOS, WEST INDIES - 1980

ADMINISTRATIVE EXPERIENCE

President/CEO, West Kentucky Community and Technical College, 2016-Present

Responsibilities and Fundraising

- Responsible for overall college administration including leadership of 575 faculty and staff, supporting 8500 students on an annual basis
- Fiscal management of a \$48 million college budget
- Collaborate with Cabinet, Chief Academic Officer, Deans, College Leadership Team in developing and implementing the WKCTC mission, vision and strategic plan
- Pro-actively seek resources and support the student support services, workforce training, instructional programs and curricula of the College
- Review and approve recommendations on salaries, appointments, decisions not to reappoint, post-retirement appointments, and finalize faculty and staff performance evaluations
- Serve as the Chief Advancement leader of WKCTC, fostering donor relations and community partnerships to create, identify, and support private and public investment in support of the education and training mission of the college
- Lead collaborative and data-informed initiatives resulting in the successful implementation of general and technical education programs, on/off campus classes, business and industry/workforce development training, apprenticeships, policies, procedures, and budget that align with KCTCS system-wide priorities and objectives
- Build effective strategic partnerships with business and industry, community, and civic leaders to increase regional resources and align college programs and workforce training, which meet their short-term and long-term needs
- Work closely with regional K-12 partners to promote and increase postsecondary education and guided pathways through dual credit, dual enrollment, community scholarship, and business and industry partnerships.
- Collaborate and expand ongoing partnerships and seamless pathways for transfer with regional

- four-year higher education in Kentucky, Illinois, Missouri and Tennessee
- Serve as a member of KCTCS President’s Leadership Team supporting the vision, mission, strategic plans, policies and procedures of KCTCS
- Chaired PLT External Relations Workgroup, which provided recommendations and strategies on engaging legislative stakeholders and provided input into KCTCS branding and marketing of the 16 colleges
- Hosted and supported KCTCS’s statewide “Going Pro” Day featuring partnerships with Advanced Manufacturing and students who successfully secured employment in high-wage, high-demand sectors
- Serve as a board member of the regional Western Kentucky Workforce Innovation Opportunity Act (WIOA)
- Hosted and organized Dr. Box’s western region legislative tour, included Owensboro, Hopkinsville, Henderson and Madisonville State Representatives, 2020
- Serve on the KCTCS’s ALIGN competency-based education workgroup initiative
- Serve as ex-officio voting member of the Paducah Junior College Foundation averaging \$1.4 million annually in fundraising and an \$18.8 million-dollar endowment
- Led successful collaboration with Baptist Health and Mercy Health for \$350,000 support of nursing
- Successful support of Community Scholarship Program public/private partnership, raising \$240,000 annually
- Launched the initial planning phase of a \$3 million-dollar Health Care Endowment Campaign to support nursing and allied health programs, 2020

Recognition

- Provided leadership that resulted in WKCTC recognition as a four-time finalist for the Bellwether Award 2020
- Provided leadership that resulted in bestcolleges.com number 1 ranked Community and Technical College in the State, 2020
- WKCTC named in the top 2 online community colleges in Kentucky by Best Online Colleges: Guide to online schools in 2020
- Received a special commendation of Leadership excellence from the KY House Speaker and State Legislators, 2020
- Hosted former Governor Matt Bevin and his entire cabinet for his economic development conference announcement, 2019
- Secured Delta Regional Authority \$277,291 vocational and life skills training grant for eligible inmates of the McCracken Co. Regional Jail
- Coordinated historic regional partnership which led to the successful award of the \$3.14 million Work Ready Skills Grant with superintendents, business and industry and political leaders
- Hosted the 2019 KY Lieutenant Governor’s Entrepreneurship Challenge, 2019
- Created the annual WKCTC Business Symposium which featured over 100 regional CEO and Business Leaders, including speakers Congressman James Comer and the CEO of Commerce Lexington, Bob Quick
- Serve on the Purchase Area Workforce Innovation and Opportunity Board and collaborate with Chamber Talent Pipeline Champions
- Created the annual Regional K-12 Education Award and Scholarship Program, which recognizes over 300 teachers, staff and administrators
- Initiated and led Regional 10 county and tri-state Education Express outreach to promote and build engagement with WKCTC business, education, religious and political leaders
- Initiated the annual President’s breakfast outreach to meet and engage African American and Hispanic leaders on equity and educational challenges and opportunities
- Selected by Dr. Walter Bumphus and served on the national AACC Unfinished Business Workgroup, which addressed diversity and equity gaps in higher education, 2019
- Selected as one of three expert panelists (one college president and two system presidents) for the American Association of Community College Trustee’s national webinar on contingency planning for the Fall 2020 semester colleges
- Served on the executive committee of the Greater Paducah Economic Development Board

- Chair-elect 2021 of the Greater Paducah Chamber of Commerce
- National board member of Community Based (COMBASE), which is a national higher education consortium of community and technical college leaders. The core mission embraces innovation and best practices solutions to workforce and economic demands, student success and completion, 2020

Associate Vice Provost for Academic Affairs and Director of the Student Success Center, The University of Tennessee, Knoxville, 2009-2016

- Responsible for the leadership and supervision of staff and student members and fiscal management of a \$2.1 million budget in the Student Success unit, including the Student Success Center (SSC), the First-Year Studies (FYS) Department, the Office of National Scholarships and Fellowships (ONSF) and the Educational Advancement Program (TRIO)
- Provided leadership and vision for campus-wide efforts to improve undergraduate retention and persistence to graduation for 21,000 undergraduates; gathered and analyzed data to better understand the issues impacting student success, conducted outreach engaging campus constituencies as student success and first-year student advocates
- Represented the Chancellor, Provost and Vice Provost as delegated on various university initiatives, committees, and task forces focused on strategic planning, Top 25 and VolVision
- Served on the Provost's Tactics Team, a senior-level team that reviews high impact national best practice/research-based trends in access, retention, and persistence to graduation; reviewed and recommended timely academic and social support interventions, on-line academic course support; reviewed financial holds and factors contributing to temporary and permanent leavers
- Leadership and support of the Director of FYS transfer student Volunteer Bridge Program partnership with Pellissippi State Community College
- Approved the hire of faculty and staff teaching 160 sections of First-Year Studies 101 and First-Year studies 129 and reviewed curriculum and student learning outcomes
- Member of the Undergraduate Council of the Faculty Senate
- Member of the Faculty Senate's Academic Policy Committee
- Served as co-chair for the Division of Student Life strategic planning committee serving a division of over 400 staff members
- Managed and provided SSC's annual comprehensive and longitudinal data of high failure rate and non-completion courses in supplemental instruction and tutoring and assessment to academic department heads and associate deans
- Supported the University's campus-wide access and diversity principles and stayed abreast of programs, trends, issues, concerns provided by various campus units working with diverse populations including: Multicultural Student Life, Commission for LGBTQ, Commission for Women, Commission for Blacks, UT LEAD, UT LSI and Volunteer Summer Bridge, and the Educational Advancement Program.
- Reviewed, assessed, collaborated on, and implemented programs which focus strategically on access, including first generation, lower socioeconomic, and other diverse student populations
- Represented Academic Affairs and the Student Success unit to various constituents, including prospective students and their parents, alumni, high school guidance counselors and teachers, parents of current students, community and technical college administrators, Admissions/Hispanic Chamber Student Initiatives, Project GRAD, and various community members
- Keynote speaker and representative of the University at various professional organizations and national associations within higher education

Other University Leadership and Service

- Quality Enhancement Plan (QEP) Committee
- Teaching and Learning Center Committee
- Student Assessment of Instruction Survey Committee
- Participated in the Governor's Drive-to-55 statewide initiative, which focuses on significantly improving non-traditional adult undergraduate student degree completion rates across the state of Tennessee

- Represented Provost/Vice Provost at Division/College: As a member of the Vice Provost leadership team, shaped programs and initiatives focusing on student success and retention across nine academic colleges, provided data and reports that assisted in decision making, provided expertise in the areas of student success and academic support
- Served as Co-PI on numerous grants, including Howard Hughes Medical Institute (HHMI), Appalachian Student NSF S-STEM program, Bill and Melinda Gates Next Generation Learning Challenges (NGLC), National Institute of Health's Possibilities in Postsecondary Education and Science, and the Nursing Workforce Diversity Grant
- Invited to serve on an Advising Team with the Clements Group/Council for Resource Development's RFP for Minority Serving Capacity-Building Initiative Grant, 2012
- Chaired the Sophomore Experience Success Committee
- Chaired the Tutoring and Learning Assistance Committee
- Co-chaired the Council on Diversity and Inclusion
- Chaired the Commission for Blacks
- Member of the Vice Chancellor of Diversity and Inclusion Search Committee
- Facilitator and trainer in certification of collaborative leadership: "Teamwork versus Theme Work" team building among senior administrators across the UT system
- Member of the new UTK Student Union Committee-\$177 million project
- Collaborated with UT Development office efforts to identify donor opportunities for the Student Success Center and professional development support of the billion-dollar campaigns
- Collaborated with UT Development office on 2015 Verizon \$25,000 award for Math Camp
- Collaborated with Parent Association and presented to the UT Parent Council fundraising \$100,000
- Attended annual UT Development Fundraising 101 Summit for academic affairs leaders

Teaching/Academic Service/Publications

- Taught UT First Year Studies 101, College Transition Course (2004-present)
- Taught Counselor Education 205, Second Opportunity for Academic Recovery (2014-present)
- Developed the curriculum, administered, recruited and coordinated the training of First-Year studies instructors (2009-2013)
- Presented on critical issues in student and academic affairs Higher Education Administration
- Assistant Professor rank and tenure at Paducah Community College
- Member of UT's Africana Studies Advisory Board
- Committee member of College Student Personnel Committee for Capstone Defense
- Reece, A. (2020). The New Big Player: Workforce Education Heading into Recession. EvoLLLution: https://evollution.com/revenue-streams/workforce_development/the-new-big-player-workforce-education-heading-into-recession/.
- Reece, A. (2018). How to Pivot Two-Year Colleges to Play an Expanded Role in their Local Community: https://evollution.com/revenue-streams/workforce_development/how-to-pivot-two-year-colleges-to-play-an-expanded-role-in-their-local-community/
- Reece, A. (2016). Improving Pathways to Persistence and Success: <http://evollution.com/attracting-students/retention/improving-pathways-to-persistence-and-success/>
- Paulus, T., Stewart, H., Reece, A., and Long, P (2008). Positioning Theory as Analytic Tool for Understanding Intersubjective Meaning-Making
- Reece, A. (2014). Understanding the Student Perspective of Teacher-Student Engagement in First-Year Studies Courses. Peer Reviewed Paper presented at the 10th annual National Symposium on Student Retention, Louisville, Ky
- Reece, A. (2012). Bridging the gap-connecting the community, Black Issues Conference, Knoxville, TN
- Reece, A. (2014). Male student retention and engagement, challenges and opportunities. Clifton Jones Leadership Conference, Knoxville, TN
- Reece, A. (2013). Impact of popular media on black identity and progress. Black Issues

Conference, Knoxville, TN

- Reece, A., Prince, S and Renalds, D. (2013). Assessing & reporting student data impact, 28th Annual National College Learning Association Conference, Charleston, SC

Director of Student Activities, The University of Tennessee, Knoxville.

2004-2009

- Coordinated, implemented, and supervised the primary cultural, educational, social and recreational programs at the University of Tennessee
- Managed the Student Activities office suite, facilities, and equipment
- Advised the Central Program Council (student programming organization)
- Responsible for daily budgetary expenditures and contract negotiations for the office of Student Activities, Central Program Council, Team VOLS and Dance Marathon Program, totaling over \$650,000
- Administered contract approvals for national and international performers, including Visual Arts, Campus Entertainment Board, All Campus Events, Women Coordinating Council and Cultural Attractions committees
- Promoted Student Leadership Development series and workshops
- Facilitated various campus events including Welcome Week, campus programming of major events, Student Activities Fair, Alternative Fall and Spring break programs, Torch Night, Chancellor's Honors

Coordinator of Minority Affairs, Academic Support, The University of Tennessee, Knoxville,

2003-2004

- Managed the Academic Support Program, which focused on retention support efforts for all UT students
- Coordinated Early Alert program-early intervention process for students to monitor their academic process, including collaboration with the Education Advancement Program, nine academic colleges, African American Achievement Program, African American Incentives Grant and Minority Engineering program
- Recruited tutors and coordinated placement and training efforts in various academic departments such as Accounting, Biology, Chemistry, Math, Psychology, and Spanish
- Coordinated publicity of academic support opportunities at the Black Cultural Center
- Worked collaboratively with the Thornton Athletic Center to provide training for tutors and coordinate the Early Alert program

Dean of Student Affairs and Enrollment, Paducah Community College/West Kentucky Community and Technical College, 1999-2003

- Served as chief Student Affairs Officer and administrative officer for all support services
- Primary supervision and direction of Financial Aid, Admissions, Multicultural Affairs, Registrar, Advising, Career Services, Ready to Work, Veterans, Disability Services, Student Support Services, Student Activities, and Counseling Services (Supervised 32 full time employees)
- Served on the President's Leadership Team, including collaboration with the Academic Dean and Dean of Business for the overall day-to-day operations of the colleges
- Administrator on Duty in the absence of the President and Dean of Academic Affairs
- PCC liaison to KCTCS System's office to enhance Student Affairs system wide
- Provided leadership and served as representative for the college in the community and other civic affairs
- Leadership for successful SACSCOC accreditation review of student affairs efforts, 2003 and for the annual comprehensive assessment of all student affairs related programs and services
- Acted as chief enrollment manager and coordinator of recruitment
- Collaborated with regional colleges and universities in Missouri, Illinois, and Tennessee
- Coordinated recruitment with regional high school guidance counselors in the eight counties of the Jackson Purchase Area region
- Chaired recruitment and retention committee for the Western Kentucky District

Paducah Community College, Minority Affairs Coordinator/Counselor, 1990-1998

- Led recruitment and retention of minority faculty, students and staff in the tri-state area— Kentucky, Illinois, and Tennessee
- Tripled minority student enrollment during my tenure
- Community and administrative liaison for minority programs
- Managed all minority, cultural, academic, and social programs
- Coordinated key seminars and workshops on diversity and cultural awareness at the state, regional, and local levels
- Founded the PCC Annual Regional Minority Leadership Conference, attracting over 200 middle school, high school, and Job Corp students from Illinois, Tennessee, Missouri, and Kentucky
- Founded nationally recognized Promoting Real Initiatives for Minorities through Empowerment (PRIME 2000) minority leadership academy
- Founded Promoting African-American Access and Education (PAACE) leadership Camp for minority youth
- Member of the Angel of Mercy Board at Lourdes Hospital
- Collaborated with Citizens Bank on diversity initiatives
- Collaborated with Paducah River Industry and PRIME 2000 diversity initiatives
- Keynote speaker and committee member on the Kentucky Attorney General’s statewide Minority Empowerment Conference

Eastern Kentucky University, Graduate Assistant for Minority Affairs, 1988 -1990

- Coordinated the campus-wide Academic Study Tables for academic success and retention
- Assisted with all planning and marketing of recruitment, and retention efforts for minority students at Eastern Kentucky University

MEMBERSHIP/PRESENTATIONS

- Keynote speaker, National Male Student Success Conference University of Central Florida, 2017
- American Association of Community Colleges (AACC)
- National College Learning Center Association (NCLCA)
- Consortium for Student Retention Data Exchange (CSRDE)
- College Reading and Learning Association (CRLA)
- National Association for Campus Activities (NACA)
- American Association of Colleges and Universities (AACU)
- Reviewer for National Association of Student Personnel Administrators (NASPA)
- National Conference on Race and Equality (NCORE)
- Keynote speaker, The University of Tennessee Graduate Student Commencement, 2019
- Keynote speaker, The University of Tennessee Graduate Student Commencement, December 2013
- Selected as Graduation Keynote Speaker at West Kentucky Community and Technical College May 2014
- Distinguished Speaker/ Leader awards at over 70 organizations, including universities, colleges, community groups, youth groups, churches, and national conferences. (SACRAO, APCA, ENCORE)
- Recognition/Keynote Speaker awards from Southern Illinois University, Eastern Kentucky University, William and Mary, University of North Texas, University of Louisville, Austin Peay State University, Rust College, University of Illinois, Lockheed Martin, Elf-Ato Chem, State Human Resource workers, N.C.O.R.E., Paducah Chamber of Commerce, and over 21 regional high schools
- Master of ceremonies for Knoxville K-12 Reach Them to Teach Them program for 2000 teachers, October 2015
- Consultant for various four-year schools, corporations, and public-school systems on diversity issues
- Extensive communications experience, including voice-overs, master of ceremonies, guest anchor

for the Caribbean Broadcasting News, Minority Focus Channel 2 Access Television, and Voice of Barbados Radio -1980-1984

- Commentator on various cultural issues on WKYT, Lexington, KY; WPSD, Paducah, KY; WAVE TV, Louisville, KY; WKYQ radio, Paducah, KY (1990 – 2003)

AWARDS/RECOGNITION

- WKCTC five-time top 10 finalist for the Aspen Prize through 2021
- Commendation Leadership award by KY Speaker of the House and State Representatives, 2020
- WKCTC recognized as a four-time finalist for Bellwether Award 2020
- bestcolleges.com number 1 rated Community and Technical College in the State 2020
- WKCTC recognized by Council for Advancement and Support of Education - Educational Fundraising Award, 2020
- WKCTC recognized by the Kentucky Energy and Environment Cabinet for excellence and impact in sustainability
- WKCTC received the Community Partner Excellence Award from the Kentucky Association of Environmental Educators
- Managed WKCTC and KCTCS membership in the Association of Fundraising Professional Ethics, October 2019
- Association of Public and Land Grant Universities (APLU) National Trail Blazer award for UT retention and persistence to graduation success efforts, 2014
- National College Learning Centers Association third place national award for the UT Student Success Center's website, 2015
- First African American Dean of Students in Paducah Community/PJC College History, 1998
- Noel and Levitz Enrollment and Retention award for the Western Kentucky District Team Plan
- Special recognition (commendation) by Southern Association of Colleges and Schools, Commission on Colleges team (SACSCOC)- for Student Affairs and Minority Leadership achievements program PRIME 2000
- Mayor of Paducah Distinguished Service Award
- Governor's Kentucky Colonel award, civilian recognition for service in the Commonwealth of Kentucky
- Appointed by Governor Paul Patton to the Kentucky Crime Commission, 1993-1995
- UT Educator Hall of Honor Scholarship recipient, 2011
- UT Dean of Students Outstanding Leader award 2007-2008
- UT Dean of Students Exemplary Staff award for Student Activities 2008
- Recipient of the first ever Image Award by Minority Student Affairs at UT
- Leadership award at the School of Social Work-Keynote speaker
- Inaugural Knoxville Area Urban League Scholarship program -- Keynote Speaker
- Featured biography and national recognition for outstanding achievements in Success Guide magazine
- Served on various boards, including the following: Mercy Regional Health Systems, National Student Leadership Conference, Paducah Chamber of Commerce and the Community Foundation
- Chairperson for the Regional Minority Empowerment Expo Weekend 1993-1997 Guests included Dr. Jawanzaa Kunjufu; Miss America 1990, Debbye Turner; Joe Clark; Rosey Grier
- N.A.A.C.P Freedom Award for service to the community
- EKU Graduate Student Academic Excellence Award, 1990
- U.S. Academic All-American, 1990
- Eastern Kentucky University Earle Combs Most Outstanding Student Athlete Award, 1985
- Eastern Kentucky University Dean's List
- National Dean's List
- Eastern Kentucky University Presidential Academic Excellence Award
- Eastern Kentucky University Myrtle Mitchell Award
- Eastern Kentucky University Dean's Academic Award
- Eastern Kentucky University Colonel's Award

- 1982 Gold Medalist Triple Jump, Hampton Games International, Trinidad and Tobago
- Governor's Minority Scholarship Award

References

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