Chairperson: Search Committee for Vice Provost for Diversity and Inclusion
C/O Ms. Beth Schaefer
Brill Neumann
Boston, MA 02.16

Dear Chairperson,

Greetings!
In response to my several conversations with the Brill Neumann Executive Search Consulting Firm about the vacant Vice Provost for Diversity and Inclusion (VPDI) at Ohio University (OU), I would like to submit my application for your consideration. I believe I have what it takes to successfully lead OU’s diversity efforts to the next level of excellence and hope that you will agree with me after reviewing my qualifications, the accompanying supporting documents, and communicating with my references. I am very interested in this key position for several reasons: First, as a current Chief Diversity Officer in Higher Education and a very successful teacher and scholar with extensive experiences in the areas of Intercultural Communication, Cross-Cultural Communication, Multicultural Communication, and Race Relations, I firmly believe that I am the ideal candidate for this critical position.

Second, I am convinced that the combination of my extensive administrative experiences in Academic Affairs, Student Affairs, Multi-Cultural Affairs, International Programs, International Student Services and my strong consulting experiences in Diversity, Race Relations, and Intercultural Communication have prepared me well for the leadership challenges and opportunities associated with this key position. More importantly, I firmly believe that the position would enable me to make significant contributions to the overall health and progress of OU. The centrality of diversity, equity, and inclusion to the overall health and progress of a college or university is summed up in the following statements by some current and former university presidents and chancellors, and overwhelmingly supported by most Higher Education Associations, including but are not limited to the Association of American Colleges and Universities (AAC&U), American Association of State Colleges and Universities (AASCU), American Council on Education (ACE), National Conference on Race and Ethnicity in American Higher Education (NCORE), National Association of Multicultural Education (NAME), Association of College Administration Professionals (ACAP), the National Association of Student Personnel Administrators (NASPA), the National Association of Diversity Officers in Higher Education (NADOHE), and the Southern Association of Colleges and Schools Commission on Colleges (SACS):

• “Diversity is an asset to higher education: promoting diversity is a challenge. It challenges institutions to ensure equal access for equal participation (recruitment), to take measures to successfully teach (retention and graduation), to provide requisite academic support for all students, including those with disabilities, and to adopt teaching and learning styles to meet the needs of a diverse student body. It also presents some unique opportunities for teaching, learning, service, research, professional development and overall social, economic and intellectual growth.”—(SACS)

• “At Wesleyan University our mission statement reminds us that we aim to prepare students “to explore the world with a variety of tools.” Diversity is an aspect of the world we expect our students to explore, turning it into an asset they can use. We expect graduates to have completed a course of study in the liberal arts that will enable them to see differences among people as a powerful tool for solving problems and seeking opportunities. We expect graduates to embrace diversity as a source of lifelong learning, personal fulfillment, and creative possibility. Selective universities want to shape a student body that maximizes each undergraduate’s ability to go beyond his or her comfort zone to draw on resources from the most familiar and the most unexpected places.” (Dr. Michael S. Roth, President, Wesleyan University)

• “Diverse perspectives and backgrounds breed the intellectual vitality essential for the health and progress of the university.”—President Jared L. Cohon (Carnegie Mellon University)

• “In the mingling of men and women of many ages, nationalities, races, social and economic backgrounds, experiences, geographic origins, and personal characteristics, experiences, and lifestyles, has come an extraordinary level of education, understanding, and preparation for life.”—Former Chancellor David Adamany (Temple University)

• “We want to be faithful to our task to educate leaders for a diverse and complex society—a society that will, we hope, overcome the undue tendencies toward stratification. This cannot be done unless the country’s demographic diversity finds a presence on campus. A university needs to be integrated in order to pursue its tasks.”—President Gerhard Casper (Stanford University)

Third, having successfully created and/or transformed various Diversity and Multicultural Offices at different academic institutions, I have no doubt that OU’s diversity efforts would benefit from my extensive skills and experiences in building inclusive campus communities. I have more than 24 years of combined administrative, teaching, research, and consulting experiences in the areas of Human Communication, Diversity, Race Relations, Multicultural Education, and Community Engagement in Higher Education, in addition to my extensive informal global diversity experiences through international travels. Lastly, as a very proud and grateful alumna of OU, the VPDI position offers me a “once-in-a-lifetime opportunity to serve and to give back to my alma mater.

Following is a summary of my relevant diversity, access, equity, inclusion, and community engagement related qualifications, my administrative leadership experiences in Higher Education, and what I hope to bring to the position and to OU in general.

First, my global upbringing has always allowed me to see and to define human diversity from a broad perspective, one that goes beyond racial and ethnic lines. As a student leader, teacher, scholar, an administrator, and as a current diversity and race relations consultant, my ultimate diversity goal always has been the same: to help create a better world—one-neighborhood campus and one campus community at a time.

The campus community that I envision is one where faculty, students, staff intentionally seek to understand the cultural differences and human similarities of their fellow human beings, and in turn, intentionally strive to use their newly acquired knowledge and intercultural competencies to co-create an inclusively diverse multicultural campus community. In my envisioned inclusive community, all cultures and groups—(especially those who, traditionally, have been underrepresented, underserved, socio-economically disadvantaged, and marginalized)—are recognized, respected, appreciated, and celebrated; and inclusiveness, fairness, access, equity, social justice for all, are the norms rather than the exceptions.
The same global vision guided my successful tenure as chief diversity officer at Bluffton University and Auburn University respectively, and continues to influence my administrative and scholarly works in diversity and race relations to date.

Second, while I may not be the only qualified applicant for this key position, I believe that my in-depth knowledge and understanding of the “diversity” challenges facing today’s predominantly white academic institutions in the U.S. and my demonstrated successes in addressing them, clearly distinguish me from the other equally qualified candidates. Some examples of these general diversity challenges include but are not limited to the following:

- Creating and sustaining a campus climate where all students, faculty, and staff can feel welcomed, respected, appreciated, supported, and safe;
- Recruitment and retention of significant numbers of faculty and staff from traditionally underrepresented, under-served, and socio-economically disadvantaged groups in America—especially at the senior level;
- Recruitment, persistence, retention, and timely graduation of significant numbers of students from the referenced groups;
- The incorporation of diversity into academic curriculums, co-curriculums, and extra-curriculums;
- Creating and effectively managing an all-inclusive, welcoming, supportive, and nurturing classroom environment where all students—especially those from the aforementioned groups—can feel wanted, welcomed, and empowered to be successful;
- Providing access and fostering equity, inclusion, and social justice throughout the campus community;
- The challenges of gender/sexual identity, b/racial identity, and campus safety;
- Promoting an all-inclusive multiculturalism rather than assimilation on predominantly white college campuses;
- Building campus-wide consensus and support for diversity as an essential element in the holistic education and development of all students;
- Total integration of students from the aforementioned groups, international students, and students from the LGBTQ and Veteran communities into the general campus community; and
- Creating and sustaining a campus “culture of collective responsibility” for achieving inclusive (institutional) excellence through diversity.

Although these are major challenges requiring sustained commitment by the entire college or university community—especially by the central administration, they also present opportunities for creative and innovative leadership for the visionary diversity administrator on any predominantly white campus. As my curriculum vitae reveals, I have successfully addressed most of these challenges at different institutions in my career, including my current institution. For example as Bluffton University’s founding Associate Dean for Multicultural Affairs, I created the institution’s Office of Multicultural Affairs and Multicultural-International Center through a diversity grant from the Lilly Foundation in 1993, and successfully led its institutional diversity efforts. Under my leadership as Auburn University’s founding Assistant Provost for Multicultural Affairs, and with the strong support of my staff and colleagues throughout the campus, I transformed the university’s old Office of Minority Advancement into an all-inclusive, vibrant, and well respected Office of Multicultural Affairs. Furthermore, I created and led several diversity programs and services that were aimed at addressing many of the aforementioned diversity challenges. These included but were not limited to Minority Recruitment and Retention Council (MRRC), Office of Multicultural Student Services, OMA-Minority Student Recruiters, B/Monthly Minority Faculty Network Social, Auburn University Multicultural Commission, Auburn-Opelika Multi-Cultural Advisory Board, and Auburn’s Minority Student Recruitment Brochure—(first of its kind at Auburn, according to the Director of Admissions at the time). My other accomplishments at Auburn included the creation of Auburn’s first ever, week-long annual celebration of Dr. Martin Luther King Jr.’s Birthday and Auburn’s first-ever annual MLK Jr. Diversity Scholarship Banquet. In fact, here is what my former direct supervisor had to say about my diversity leadership efforts at Auburn in one of his annual reviews of my job performance:

“In summary, John. I simply could not be more pleased with the progress that you have made ………..” — (*Late Dr. William Walker, Provost & President, Auburn University)* A full copy of this performance review is available upon request.

Third, I believe that under the right leadership of an experienced and capable chief diversity officer, working in collaboration with the entire campus community and key external community stakeholders, your Office of Diversity and Inclusion can become a positive catalyst for leading OU to the next level of inclusive excellence by pursuing the following strategic directions:

- Create a comprehensive Diversity Strategic Plan—a “blueprint” for achieving Inclusive Excellence (IE);
- Create a supportive, inclusive, and safe environment that is welcoming for individuals from diverse backgrounds and groups;
- Recruit, retain, and advance greater numbers of faculty and staff from traditionally underrepresented, underserved, and socio-economically disadvantaged groups at OU;
- Recruit, retain, and graduate greater numbers of minority and international students, as well as students from other underrepresented and marginalized groups at OU;
- Regularly provide all-inclusive community engagement and diversity programming and services to enhance the retention of minority students, faculty, and staff and those from other underrepresented groups throughout OU campus;
- Work closely and collaboratively with all OU internal constituents, including Deans, President’s Executive Cabinet, Faculty Senate, Department Chairs, Staff Council, Student Government Association, Multicultural Student Organizations, Diversity Committees, Councils, Commissions, and other groups to create and sustain a campus climate that promotes genuine inclusion, equity, access, and social justice for all;
- Work collaboratively with OU external constituents, including minority (AALANA) and international alumni groups and other appropriate local, state, and national “diversity” related groups to enhance the recruitment, retention, and advancement of minorities at OU;
- Establish OU “Diversity and Inclusive Excellence Performance Benchmarks” (DIEPB) to facilitate and enhance the attainment of inclusive (institutional) excellence through diversity, access, equity, and inclusion;
- Regularly collect, organize, and analyze relevant diversity data in order to systematically and effectively assess progress toward established divisional/institutional diversity programs and services throughout OU main and regional campuses;
- Assign “lines of accountability” for progress and provide rewards and other kinds of recognition for progress made toward yearly accomplishments of divisional diversity goals and objectives;
- Actively engage in various regional, state, and national diversity organizations/associations, including those in Higher Education, to enhance OU’s overall community engagement and diversity efforts, as well as its regional/national standing;
- Establish a strong community partnership-based OU Campus-City of Athens Diversity Outreach Advisory Board to help promote and advance Diversity, Access, Equity, and Inclusion beyond the formal walls of OU and to help facilitate better community relationships between the university and its surrounding multicultural communities;
- Establish a strong community partnership-based OU Campust-City of Athens Diversity Outreach Advisory Board to help promote and advance Diversity, Access, Equity, and Inclusion beyond the formal walls of OU and to help facilitate better community relationships between the university and its surrounding multicultural communities;
*Establish a strong partnership-based OU Regional Campuses Diversity Network and Advisory Board to help promote and advance All-Inclusive Diversity, Access, Equity, and Inclusion beyond the formal walls of OU regional campuses and to help facilitate better community relationships between the regional campuses and their surrounding multicultural communities,

*In collaboration with OU’s Office of Media Relations and Communication, create a marketing magazine for highlighting and sharing OU’s ongoing community engagement, equity, diversity, and inclusion efforts, as well as its related success stories with its multicultural communities.

*Fourth, my sincere hope is that you will find the scope of my most recent executive diversity leadership achievements as the current Associate Vice President and Chief Diversity Officer at the College of Charleston, South Carolina and as Wichita State University’s former senior diversity administrator as further strong evidence of my capability and suitability for this critical position. For example, since assuming my current position, I have successfully led the College of Charleston’s defunct diversity office—which was previously shut down and non-existent for one year prior to my arrival—through a complete restructuration and transformation. The new Office of Institutional Diversity now has become a source of pride for the campus community and an institutional symbol of the College’s commitment to diversity. Please visit the College of Charleston’s diversity web page at www.cofo.edu/diversity for more information about my diversity executive leadership accomplishments at the College of Charleston since creating and taking charge of the College’s new Office of Institutional Diversity. I am proud to state that these and my other key diversity efforts have been described by some members of our College and external communities, including some of our Trustees as “amazing accomplishments in such a short amount of time” and “impressive achievements” respectively.

Similarly, my continued commitment to advancing access, equity, diversity, inclusion, and to multicultural student academic success in Higher Education is also reflected in my key accomplishments as Wichita State University’s senior diversity administrator. Please refer to my curriculum vitae for a complete history of my work experiences and my record of professional accomplishments in diversity and other areas.

Lastly, I believe that the combination of my broad leadership experiences in developing and successfully implementing institutional, as well as university system-wide Strategic Plans; my academic course and program development experiences; and my strong record of teaching excellence and scholarly publications, as well as my excellent service record, would be additional assets to the Vice Provost for Diversity and Inclusion position and to OU in general. For example, I have personally led and actively participated in the development and implementation of the following divisional, institutional, and university system-wide strategic plans: University Diversity Strategic Plan, Enrollment Management Plan, University Retention Plan, Academic Affairs Strategic Plan, Pennsylvania State System of Higher Education (PASSHE) System-wide Strategic Plan (2004), and PASSHE’s Frederick Douglas Institute Collaborative’s first-ever System-wide Strategic Plan (2004). I also have served on numerous presidential commissions, task-forces, and committees on student retention and success, including the Foundation of Excellence in the First-Year of College Steering and Planning Committees. Furthermore, I have successfully developed and taught various diversity-centered graduate and undergraduate courses, including Multi-Cultural Communication, Inter-Cultural Communication, Cross-Cultural Communication, and Race Relations in America. In addition, I have written and published many refereed articles and some book chapters on diversity education, race relations, minority student retention, and other scholarly topics.

In summary, I sincerely believe that I have both the strong academic and scholarly training, as well as the “leadership essentials” that are critical to the success of your next chief diversity officer, namely:

- teaching excellence,
- strong scholarly publication and service record,
- visionary, creative, innovative, and focused leadership mind,
- a constant desire to excel,
- the patience to deal with uncertainties and challenges along the way,
- the ability to articulate why diversity is central to the holistic education of students for the 21st Century’s global workforce,
- sensitivity to internal and external communities’ imagined and/or real concerns or fears about diversity,
- a rich sense of humor,
- and the humility, self-discipline, as well as the diplomatic skills to tactfully guide complex diversity initiatives from conception to successful completion, even in the face of resistance and other challenges.

I look forward to an opportunity for a face-to-face further discussion of my qualifications and suitability for this extremely important position.

*Suggest that you please keep my candidacy confidential. Thank you in advance for your cooperation.

Sincerely,

John

John O. Bello-Ogunu, Jr., Ph.D.
Associate Vice President & Chief Diversity Officer
Co-Chair: President’s Commission on Diversity, Access, Equity & Inclusion
Founding Member: President’s Community Advisory Board
Executive Administrative Coordinator and Member: Campus Diversity Climate Study Committee
(Diversity and Race Relations Consultant)
The College of Charleston
Charleston, SC 29424

E-Mail: johnbelloogunu@hotmail.com
Cell: (316)-218-3925

[END OF COVER LETTER—SEE BELOW]
ADENDUM

*Possible “Diversity, Equity, and Inclusive Excellence” Programming Initiatives At Ohio University (OU)—Subject to Institutional Strategic Directions and Needs*

Proposed by
(John O. Bello-Ogunu, Sr., Ph.D.@ 2013)


- “Experiential Learning in Global Diversity and International Education” Seminars (A diversity-centered service-learning seminar for students)

- Faculty Professional Development in “Teaching Effectiveness: Understanding and Adapting to the New Multi-Cultural Classroom” (A professional development program for faculty)

- Monthly Faculty Colloquium/Brown Bag Dialogue on “The New Multicultural Classroom: Teaching and Learning through Cultural Lenses” (A professional development program for faculty—to be co-sponsored with various academic departments and centers)

- Multicultural Student Leadership Academy (A leadership development program for undergraduate and graduate minority students)

- President’s Diversity Lecture Series on Race, Ethnicity, Gender, and Class

- Provost’s Diversity Fellow-in-Residence Lecture Series

- Provost’s Diversity Artist-In-Residence Series

- Forums on Community Partnership for Achieving Diversity, Access, Equity, and Inclusion

- Summer Institute on Global Diversity, Intercultural Relations, and Social Justice

- Faculty Inclusive Excellence in Curriculum Transformation Summer Institute

- Spotlight on Diversity, Equity, and Inclusion @ OU Series

- Spotlight on International Affairs @ OU Series

- Inter-Group Dialogue on Race Relations in America

- Community Dialogue on Multi-Racial Identity, Racial, Gender, and Class Politics in America

- Faculty-Student Diversity Research Projects and Forums

- Annual OU Inclusive Excellence Regional Conference

- Annual OU Diversity Conference on Race, Class, Gender and Social Justice

- On-demand, customized (for-profit) Corporate Diversity Leadership, Management, and Intercultural Competency Training Summer Institute (An entrepreneurial professional development initiative for business and corporate management aimed at obtaining external funds for enhancing institutional diversity)

- Annual OU Minority and International Student Recruitment and Retention Regional Conference or Fair—(An in-house recruitment program for attracting prospective minority and international students to the institution)

- Annual OU-Minority Faculty and Staff Diversity Recruitment Job Fair (An in-house recruitment program for attracting prospective minority faculty and staff to the institution. This could be co-sponsored by local businesses and agencies, including local mass media.)

- OU-Minority Scholar and Administrator-in-Residence Program (Another in-house minority faculty and administrator recruitment initiative)

- Community Partnership in Diversity Outreach Program (This is a community partnership or alliance between the institution and its surrounding minority communities for enhancing diversity beyond the walls of the campus. Activities could range from basic student experiential learning projects in minority neighborhoods to faculty using their research and creative works to create or improve opportunities for educationally and/or economically disadvantaged. low-income minority communities in the immediate areas or regions.)

- Diversity and Leadership in Higher Education Seminar Series. The Role of University and College Administrators as “Diversity Change Agents and Advocates” on a Predominantly White Campus (A professional diversity development program for university administrators)
• We are the World. "Co-existing in a World of Many Colors" (A faculty diversity professional development program designed for improving intercultural relations between American and International faculty)

• "Who am I" (A multicultural awareness and sensitivity forum for enhancing diversity awareness and improving intercultural competence throughout the campus)

• Beyond our Cultural, Ethnic, and Racial Boundaries: Living Side-by-Side in our Rainbow Community. (An on-campus, all-inclusive diversity outreach program aimed at creating and fostering a welcoming, safe, supportive, and conducive living, learning, and working campus environment for faculty, staff, and students, including members of the LGBTQI community, those with disabilities, as well as those from other marginalized groups in our society.)

• "The Global Village Neighbors" (A diversity program for highlighting and celebrating our cultural interconnectedness and heritages)

• Annual OU Pre-College Diversity Summer Academy for prospective minority middle and high school students (An Early Intervention, Recruitment, and Retention Bridge Program for minority students from area minority communities/counties)

• Establish a Journal of Experiential and Service Learning in Diversity, Equity, Inclusion, and Community Engagement: (A publication outlet for publishing scholarly and creative works in Diversity, Equity, Inclusion, and Community Engagement related subjects by faculty, students, and staff. This can be co-sponsored and published by, for example, the Offices of the President, Provost, Vice Presidents, Deans, and the Office of Diversity and Inclusion.)

• In addition to an annual formal progress report on "The State of Inclusive Excellence and Diversity at OU," create an annual marketing Magazine to highlight and promote the institution's ongoing efforts to achieve Diversity and "Inclusive Excellence."

• These are just a few of the many possible Diversity, Access, Equity, Inclusion, and Community Engagement programming initiatives at OU. Other creative and innovative programs for advancing diversity and for building an inclusive campus community at OU are possible, depending on the Diversity Strategic Directions and Plan of the institution, the level of institutional support, and the presence of a strong "culture of collective responsibility" for achieving Inclusive Institutional Excellence at OU.
CURRICULUM VITAE:  
(Re: John O. Bello-Ogunu, Sr., Ph.D.)

EDUCATION

Ph.D.  
Specialization: Ohio University, Athens  
(Speech Communication: Rhetoric and Public Address)  
Minor Study: Telecommunications/Organization Communication

M. Ed.  
Specialization: Southern A. & M. University, Baton Rouge  
(Mass Communication)

B.A.  
Major: The University of Louisiana at Lafayette  
(Mass Communication)  
Minor Study: Business Administration

PROFESSIONAL EXPERIENCE

A. HIGHER EDUCATION

DISTINGUISHING POINTS OF PROFESSIONAL PRIDE:

❖ Academic—Teaching Excellence:
  • Completed my entire Ph.D. Studies in 2 years—Began studies in January 1988 and degree was formally conferred in March, 1990)
  • Served on the American Association of State Colleges and Universities (AASCU)'s 2005 "Graduation and Retention Rates Outcomes" Study Group, I was one of the contributing authors of its 2005 National Report—"Student Success in State Colleges and Universities"
  • Co-Chair: Wichita State University FOUNDATIONS OF EXCELLENCE IN THE FIRST-YEAR OF COLLEGE—Learning Dimension Committee
  • Member, Wichita State University FOUNDATIONS OF EXCELLENCE IN THE FIRST-YEAR OF COLLEGE—Task Force/Steering Committee
  • Tenured Faculty at major Research Universities, including Auburn University, Alabama and Oakland University, Michigan
  • Nominated Twice for "Teaching Excellence" Award
  • "Selected and Recognized Twice as "Most Favorite Teacher": (Selected by my graduating students and officially recognized by Oakland University)
  • Authored scholarly articles and book-chapters on various academic and non-academic topics, including diversity, multicultural education in Higher Education, Communication, and other subjects
  • A proven diversity and race-relations educator, scholar, and consultant
  • Developed and taught various undergraduate and graduate courses in Communication at different institutions, including but not limited to Multicultural Communication, Listening in Communication, Family Communication, Communication in Leadership, and Communication in Conflict Negotiation and Resolution
  • Extensive undergraduate and graduate teaching experience in Weekend College accelerated degree completion program (4 and 8 weekends teaching module)

❖ Excellence in Higher Education Administration and Leadership: Diversity/Multicultural Affairs, Academic Affairs, Student Affairs, and International Programs
  • Diversity Leadership Recognition/Awards
  • Served as Advisor to University Presidents and Provosts on institutional Diversity, Equity, and Inclusion matters
  • Established, rebuilt, and transformed new and existing Offices of Diversity and Multicultural Affairs, which ultimately became sources of pride for my respective host institutions
  • Successfully lead the President’s Commission on Diversity, Access, Equity, and Inclusion in creating my current institution’s historic and first-ever “Five-Year Diversity Strategic Plan (unanimously approved by the Board of Trustees on April 20, 2012)
  • Established the College of Charleston’s first-ever Annual Student Diversity Conference (inaugural conference held April 14, 2012)
  • With the support of the Office of Alumni and selected Black alumni, I generated the idea for, initiated, and ultimately established the historic and first-ever College of Charleston Black Alumni Caucus (officially launched on April 19, 2012)
  • Established and chaired/Co-Chaired key university-wide Commissions, Committees, and Taskforces, including University Branding Committee
  • Established and served as advisor to various academic and non-academic student organizations
  • Designed the framework for, and coordinated the transformation of university-wide academic support services into a “One-Stop Student Services Center” to enhance student retention and success
  • Generated the idea for and ultimately created a Diversity Education and Resource Center (2010)
  • Extensive experience in developing and implementing Institutional and University System-wide Strategic Plans. Past individual and group-based accomplishments include Academic Affairs Strategic Plan, University System-wide Strategic Plan, Enrollment Management Plan, University Retention Plan, and Institutional Diversity Strategic Plan
  • Current Co-Chair, President’s Commission on Diversity, Access, Equity, and Inclusion
  • Member, President’s Community Advisory Board
  • Member, University Campus Diversity Climate Study Committee
  • Served as Director of International Programs and International Student Services & Advisor
Excellence in Leadership Continues: Key Notable Accomplishments at My Current Institution with the help and strong support of my staff and the College Community:

• Transformed a defunct center for cultural diversity into a vibrant, all-inclusive Office of Institutional Diversity (OID)
• Developed Institutional Diversity Strategic Directions for the College of Charleston
• In collaboration with, and the support of the President, established the College’s first-ever President’s Commission on Diversity, Access, Equity, and Inclusion: (I serve as Co-Chair of this critical body.)
• Led the President’s Commission on Diversity, Access, Equity, and Inclusion in the successful development of the College’s first-ever and historic Five-Year Diversity Strategic Plan—first of its kind in the College’s 242 year-old history (unanimously approved by the Board of Trustees on April 20, 2012)
• Created and launched the College of Charleston’s first-ever “Annual Diversity Week” in October 2010 (Oct. 18-22).
• Created a Diversity Education and Resource Center—(first of its kind in the history of the College)
• Established the first-ever College of Charleston Annual Diversity-Woman of the Year Award Program to recognize the outstanding and immeasurable contributions women have made to improving diversity at the College (The award has been renamed “Diversity Service Award” effective 2013 in order to promote “inclusivity” by also recognizing the contributions of men.)
• Established Critical Issues in Diversity Lecture Series
• Established the College of Charleston Diversity Signature Speaker Series
• Established Student Leadership Diversity Advisory Council
• Established the College of Charleston’s historic and first-ever Black Alumni Caucus (April 2012)
• Created the College of Charleston’s first-ever Annual Student Diversity Conference (first conference launched April 14, 2012; the 2013 conference was held April 5)
• Established Student Diversity Advocates Program (launched March, 2012.)
• Established Student Intergroup Dialogue Program (2011)
• Developed Diversity Mission and Vision Statements for the new OID
• Developed a framework for a brand new website for the new OID
• Initiated and successfully completed a comprehensive Branding project for the new OID
• Recruited and hired new professional staff for the new OID

Additional new initiatives being developed and scheduled to be launched during the 2013-2014 academic year:
• S.T.A.A.S. Program (an academic-centered student retention and success program for the College of Charleston’s AALANA/Minority Students)
• Pathways To Success Program (a community partnership-based college readiness outreach program for local Charleston Elementary, Middle and High School AALANA students)

[Please visit OID Web Page at www.cofc.edu/diversity for more information on my diversity leadership accomplishments at the College of Charleston to date.]

Other Related Essential Qualifications:
• Capital University-based Workplace Dispute Mediator Certification

EMPLOYMENT HISTORY

The College of Charleston: 2010 - Present
Charleston, SC 29464-9001

Associate Vice President and Chief Diversity Officer:

Provide administrative leadership and direction for The College of Charleston’s Office of Institutional Diversity
Serve as the Chief Diversity Officer for the College and provide college-wide direction and leadership for all institutional diversity efforts; coordinate the efforts of directors, deans, senior administrators, and members of the President’s Executive Team in all matters concerning institutional diversity at the College and advise them accordingly; chair the President’s Commission on Diversity, Access, Equity, and Inclusion; provide college-wide leadership for the successful development and implementation of the College’s Diversity Strategic Plan; serve on the President’s Community Advisory Board; serve as the President’s and the College of Charleston’s Diversity Liaison to the external community; identify best practices to promote the recruitment, enrollment, retention, and degree completion of diverse student population, as well as the recruitment, retention, and professional advancement of diverse faculty and staff population at the College; develop effective strategies to promote diversity in faculty and staff hiring, as well as student enrollment; work collaboratively with colleges and universities, community groups, government agencies, and employers to improve the educational achievement for all students, particularly those from traditionally underrepresented and disadvantaged groups in the U.S.; plan, organize, staff, direct, and manage the College of Charleston Office of Institutional Diversity to achieve the following critical goals: (1) promote a learning community in which all major programs and activities involve students, faculty, and staff having diverse racial and ethnic backgrounds and life experiences, (2) teach by example and through experience, how to function effectively in a pluralistic society; (3) demonstrate how and why the quality of life can be enriched for those who are open to learn, work, and live in a community with persons who vary from themselves by ethnicity, religion, social class, economic strata, or by other human differences. Periodically gather data, compile information, and prepare reports and proposals for promoting, enhancing, and educating others about the centrality of diversity to educational and institutional excellence and to the overall welfare of all persons. Represent the President and the College as requested by the President or his designee, perform other executive duties as directed by the President or his designee.

Wichita State University (WSU): 2007-2010
Wichita, KS 67260

Associate Dean of Students & Director/ Associate Professor of Communication:
• Summary of Duties: Served as the deputy to the Dean of Students and provided full senior administrative support for the daily operation of the Division of Student Life. Served as senior member of the Division of Student Life “Senior Leadership Team” and chief adviser to the Dean of Students. Actively participated in, and was instrumental in the formulation and implementation of all Division of Student Life policies, as well as in the development, planning, implementation, and the periodic assessment of student life/development programs and services for all students. Periodically reviewed student appeals and rendered final decision as requested by the Dean. Served on numerous divisional and university-wide commissions, task-forces, and committees, including but not limited to the FOUNDATIONS OF EXCELLENCE IN THE FIRST-YEAR OF COLLEGE steering and planning committees—(I co-chaired the Learning Dimension Planning Committee), Student Judicial Board, University Behavioral Intervention Committee, Residence Hall Improvement Advisory Committee, and University Academic Exceptions Committee. Provided leadership and direction for WSU’s institutional diversity initiatives; served as central resource for institutional diversity matters; responsible for the daily operation of the Office of Multi-Cultural Affairs; worked collaboratively with other university constituents in developing, planning, implementing, and assessing campus-wide diversity programs, worked with the university community in developing and implementing programs and services for the recruitment and retention of persons of color, worked collaboratively with the university community to create “a culture of collective responsibility” for the full diversification of WSU; worked with local School Districts—K-12—on various pre-college “academic excellence” projects for students of color, developed and successfully implemented various student retention and academic success initiatives to facilitate the retention and success of minority students; developed and conducted diversity training, built partnership with the local communities to enhance diversity on and off-campus; and served as University Liaison to the external community on diversity matters.

• Faculty member: Taught various Communication courses as assigned, advised and mentored students.

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*Notable Accomplishments:
• Transformed Wichita’s old Office of Multicultural Affairs into a vibrant, active, well respected, and campus-wide supported office that quickly became a source of pride for the university
• Transformed Wichita’s previously dysfunctional and almost non-existent Multicultural Student Mentoring Program into a vibrant and very successful Multicultural Academic Assistance and Mentoring Program—with primary focus on minority student retention and academic success
• Established Annual Multicultural Student Academic Excellence Recognition Program to promote academic excellence among Wichita’s minority students
• Established Passage to Success for Multicultural Students—a comprehensive academic-centered orientation and retention program for all incoming new and transfer minority, as well as international students
• Established campus-wide Faculty Diversity Lecture Series
• Established University-wide Annual MLK Peace and Unity Rally [The inaugural rally in 2008 attracted key WSU senior administrators—including the University President, his wife, several members of the President’s Cabinet, and many members of the local Wichita community.]
• As WSU’s new Associate Dean & Director of Multicultural Affairs in 2007, I planted the seed for the formation of a formal university-wide association of Black faculty and staff at the university, provided the administrative leadership and support for its framework, and ultimately became one of the few African American Administrators, faculty, and staff who later founded the WSU African American Faculty and Staff Association. The Association has since become a vital “university partner” for the recruitment, retention, and academic success of African American students at WSU through its various programs and services, including scholarship awards and mentoring; see AAFA@wichita.edu]
• Established a framework for the formation of a Multicultural Student Parent Association to promote parental and community partnership in the recruitment, transition, enrollment, retention, academic success, and the timely graduation of multicultural students

Division of Academic Support Programs: 2006—2006
North Georgia College & State University
Dahlonega, GA 30597

Professor & Director:

Provided institutional leadership and direction for NGCSU’s Academic Support Programs through the Division of Academic Support
• Made recommendations to the Vice President for Academic Affairs concerning promotion, tenure, and salary increases for the Division faculty and staff
• Coordinated curriculum/course development, evaluation, and revision for the Learning Support Initiatives (developmental courses in Math, English, and Reading); the Regents’ Academic Skills Program; and the First and Second Year University Experience Programs
• Provided oversight for minority and international student programs, as well as programs for students with disabilities
• Collected Data for, and prepared both institutional and System-wide annual reports
• Worked directly with outside agencies such as ADA, AHEAD, NACADA, NADE, etc. to enhance academic support initiatives
• Coordinated campus implementation of Noel-Levitz’s Recommendations for NGCSU’s new Academic Advising System

Provided Leadership and Direction for the following Administrative Units:
Office of Multicultural Student Services
Office of Minority Advising Program
Office of Student with Disability Resources
Testing Office
Learning Support Initiatives
Strategies For College Success Program
Regents’ Academic Skills Initiatives
First and Second Year University Experience Program
Office of International Student and ESL Services
Advising and Academic Skills Center
Program.
Assistant Provost for Academic Services and University Retention:

- Provided institutional leadership and direction for academic programmatic and administrative services that impact retention
- Provided leadership for, and direction to Millersville University’s academic support services
- Provided oversight for the Division of Academic Support Programs and Learning Services (DASPLS)
- Served as the University’s Chief Retention Officer
- Coordinated the planning and implementation of the Academic Affairs’ sections of university-wide New Student Summer and Fall Transfer Orientation Programs and the New Student Convocation Program
- Conducted performance evaluations for DASPLS faculty in the reappointment, promotion, and tenure process
- Evaluated program managers within DASPLS in adherence to the Pennsylvania State System of Higher Education (PASSHE) guidelines
- Mediated disputes between DASPLS’ faculty, staff, and/or students when such disputes cannot be resolved at the lower levels
- Supervised five-year program reviews for the units within DASPLS
- Served on the Academic Affairs Administrative Planning Team
- Served on the Deans’ Council
- Worked collaboratively with the Deans to strengthen existing partnerships between Millersville University and area School Districts and Businesses to prepare the districts’ minority high school students for college success
- Developed the framework for, and coordinated the transformation of existing academic support services into Millersville University’s “One-Stop-Shop” for students services to enhance student success
- Chair the University Retention Committee and other related committees as assigned by the Provost
- Periodically served as Acting Provost in the absence of the Provost

Auburn University:

Auburn, AL 36849

- Founding Assistant Provost for Multi-Cultural Affairs/ Tenured Associate Professor

- Provided university-wide leadership and direction for Auburn University’s diversity efforts through the Office of Multi-Cultural Affairs (OMA) and the Office of Minority Student Services;
- Served as “chief diversity officer” for Auburn University and advisor to the University President and Provost on diversity matters
- Coordinated and provided cohesive structure to all university-wide institutional diversity initiatives
- In collaboration with, and the support of, other university departments and key stakeholders, developed, planned, and implemented effective recruitment and retention programs for minority and international students, faculty, and administrators
- In partnership with the Office of Human Resources, developed, planned, and conducted diversity workshops, seminars, and other multicultural educational programs to improve diversity climate and race relations on campus
- Worked with the Office of Human Resources to offer diversity training for middle management staff (e.g., supervisors and coordinators)
- Created and chaired the Multicultural Diversity Commission
- Created and chaired the Minority Recruitment and Retention Council (MRRC)
- Created the Office of Minority Student Services
- Managed the Auburn University Minority Graduate Educational Opportunity Grant Program for Doctoral Students
- Assisted all academic and non-academic departments in designing and implementing their unit diversity plans
- Worked with the Graduate School to develop and implement recruitment and retention programs for racially/ethnically under-represented prospective graduate minority and international students
- Served as central diversity resource for Auburn University
- Worked with the Affirmative Action Office to establish effective policies and procedures for departmental searches
- Worked with the Office of Admissions to recruit minority students from targeted regional middle and high schools in Alabama
- Monitored and periodically assessed OMA programs and other institutional diversity initiatives for effectiveness
- Developed and implemented various innovative fund-raising programs, including Auburn University’s first-ever annual MLK Diversity Scholarship Banquet
- Served on various university-wide advisory boards and committees, including the Provost’s Council, Auburn University Needs Assessment Committee, President’s Professional Enhancement Program Advisory Board, and President’s Auburn University “Master Plan” Advisory Committee
- Regularly provided counsel to the President, Provost, Vice Presidents, and to academic Deans on all multicultural diversity and academic matters affecting the overall well-being of Auburn University’s minority community
- Performed other duties as assigned by the President and Provost

JOVERA Diversity and Race Relations Consulting Associates: 1995-2005
Rochester, MI

- FOUNDER AND CEO
- Senior Diversity Consultant

Provided leadership and direction to the firm; provided administrative oversight for recruitment, employment, and training of new associates; provided budget oversight, and served as Lead Facilitator for the firm’s strategic planning sessions. Formulated policies and guidelines. Supervised associates and engaged in civic activities. In partnership with fellow consulting associates, audited clients’ diversity climate, assessed needs, and provided comprehensive consultation services to clients in the following areas as needed:

- Improving Diversity Climate in the Workplace
• Improving Race Relations on College Campuses
• Strategies for Effective Minority Recruitment and Retention
• Cross-Cultural Communication Effectiveness/Inter-Cultural Competence
• Train-the-Diversity Trainer
• Effective Strategies for Improving Access, Inclusion, and Equity for Minorities and other Under-Represented Groups
• Effective Strategies for Managing the Multi-Cultural Classroom
• Executive Diversity Leadership Training
• Integrating Diversity into Business or Educational Organizations

Oakland University: 1995-1999
Rochester, MI

◊ Tenured Associate Professor/
◊ Co-Coordinator—“Field Experience in Communication” (1995-1999)
◊ Acting Director (Sabbatical Replacement) (1998)

Developed and taught various communication courses; advised and mentored students; placed students and directed senior field experience projects, and performed community service.

Acting Director—Responsibilities:
• Overall management of the Communication Program, including supervision of adjunct faculty
• Placed and supervised Field Experience Interns
• Attended to students’ complaints and needs
• Presented and published scholarly papers
• Served on various departmental, college, and university-wide committees and chaired some of them.

Bluffton University, Bluffton, Ohio: 1993-1995

◊ (1) Associate Dean for Multi-Cultural Affairs
◊ (2) Director of International Programs and Services
◊ (3) Associate Professor of Communications

(1) Associate Dean:
• Reported directly to the Dean/Vice President for Academic Affairs
• Served as Bluffton College’s “chief diversity officer” and advisor to the President and his Executive Cabinet
• Charged with the primary responsibility of creating an Office of Multicultural Affairs (OMA) and through it, to provide institutional leadership for, and direction to the University’s global diversity efforts
•Created the Office of Multicultural Affairs during my first year of tenure
• Created and provided leadership and direction for a new Multicultural-International Center (MIC)
• Provided administrative and programmatic oversight for OMA and MIC
• Provided counsel to the President and the Executive Cabinet on Equity and Inclusion related matters
• Developed, planned, and implemented various multicultural diversity initiatives
• Provided leadership in making the campus community more open and receptive to multicultural diversity
• Led institutional efforts to recruit and retain minority students, faculty, and staff
• Led university-wide efforts to incorporate diversity into Bluffton University’s academic curriculum and co-curriculum
• As a member of the Provost/Dean’s Planning Team, participated in the formulation of academic policies on the recruitment and retention of minority faculty, students and staff
• Established and advised African-American Student Organization
• Served as Advisor and Mentor to all minority students
• Served as Mentor to new minority faculty
• Coordinated and supervised minority student retention and academic support services, including the Peer Tutoring and Learning Resource Centers
• Served on the Board of Trustees’ Cross-Cultural Committee for Academic Affairs
• Worked with the Admissions Office to improve minority student recruitment
• Worked with academic department chairs and other campus constituencies to improve services to minority students, faculty, and staff
• Represented the University to its external communities and served as liaison to the local communities on multicultural issues
• Worked collaboratively with the Borough of Bluffton local community leaders and churches to make the community more receptive to multicultural diversity at all levels

(2) Director of International Programs & Student Services:
• Managed and provided programmatic direction to the Multicultural-International Center
• Provided support to the faculty-director of Study Abroad and International Student and Scholar Exchange Programs (Poland, Central America, and Northern Ireland)
• Served as University Liaison to international academic institutions and embassies/government agencies, and other international establishments
• Served as University Liaison to the Cincinnati Council on World Affairs and the Indiana Consortium for International Programs
• Served as Advisor to international students and the International Student Organization
• Served as Bluffton University’s “Designated Officer” for the U.S. Department of Immigration and Naturalization Services (INS)
• Established Host Family Program
• Assisted the Admissions Office and other departments in the recruitment and retention of international students
• Developed and managed various intercultural programs designed to provide a conducive campus environment for international students and scholars
• Conducted periodic orientation programs for new international students in collaboration with other departments
• Provided counsel to area school districts, local businesses, and churches on international matters relating to their international student-employees and staff

(3) Associate Professor:
Developed and periodically taught Communication courses; advised and mentored students; conducted research and presented papers in my area of expertise

Edinboro University of Pennsylvania, Edinboro, PA 1990–1993

○ Assistant Professor of Communication Studies (Graduate Faculty)
○ Advisor to the University President on Diversity Matters (as a member of the President’s Faculty Advisory Council)

Taught undergraduate and graduate courses; advised and mentored students; conducted research; presented and published scholarly papers; and performed various departmental, college, university-wide, and community service. As a member of the Faculty Advisory Council, advised the University President on various academic, cultural, racial, and international education matters.

SUMMARY OF TEACHING EXPERIENCE:
○ Auburn University  Associate Professor
○ Wichita State University  Associate Professor
○ Oakland University  Associate Professor
○ North Georgia C & SU  Professor
○ Edinboro University  Assistant Professor (Member, Graduate Faculty)
○ Central Michigan University  Adjunct Graduate Faculty (Global Campus)
○ Penn State University  Adjunct Faculty

My teaching experiences include undergraduate and graduate courses—including but are not limited to: Multicultural Communication—(required diversity course), Interpersonal Communication, Communication and Group Dynamics, Introduction to Rhetoric and Public Address, Listening in Communication, Field Experience in Communication (capstone course), Family Communication, Public Speaking, Cross-Cultural Communication, Mass Communication, Critical Thinking, Organizational Communication, and Conflict Negotiation and Resolution. In addition, as an adjunct graduate professor at Central Michigan University—Global Campus (Detroit Metro), I taught Communication in Leadership and Communication in Conflict Management. I also advised graduate students and directed their final projects.

COURSE/PROGRAM AND FACILITY DEVELOPMENT EXPERIENCE:
I have extensive experiences in course, program, and facility development, including the creation of administrative departments and programs.

• Some examples of programs and facilities created:

• Some examples of academic courses and related plans developed:
  - Developed one of Oakland University's required Ethnic Diversity courses—COM 385: Multicultural Communication (1995), developed Oakland University’s first and only formal course in Listening—COM 360: Listening in Communication (1996), COM 380: Family Communication (1998). Co-chaired the Department of Rhetoric, Communication, and Journalism's Graduate Program Committee that was charged with the responsibility for developing a Master's Degree Program in Professional Communication, successfully developed and implemented a reorganization plan for a Student Retention division (2003) that resulted in the transformation of previously isolated and disconnected existing Academic Support department into a new cohesive administrative division—Division of Academic Support Programs and Learning Services—at Millersville University. Led the new division in establishing a five-year Divisional Strategic Plan 2003-2008. Other major plans developed (in collaboration with staff and colleagues) include but are not limited to University Retention Plan, University Enrollment Management Plan, Academic Affairs Strategic Plan, and Pennsylvania State System of Higher Education's Frederick Douglas Institute-Collaborative's System-wide Strategic Plan.

B. CORPORATE PROFESSIONAL EXPERIENCE

S.O.S. Computer Products and Services, Inc. 1985–1988*
1126 Thomasville Road, Tallahassee, FL 32303

○ Director of Administrative Affairs:
• Reported directly to the President and CEO
• Provided counsel to the President and CEO
• Created the Office of Personnel Administration and served as its founding Director
● Provided administrative oversight for all personnel matters
● Established and coordinated various task-forces
● Coordinated staff and client training workshops
● Served as the company’s public relations officer
● Served on the President’s Executive Committee
● Wrote and produced advertisement spots for the firm
* (I resigned from the firm to begin my doctorate program at Ohio University in January 1988).

HIGHLIGHTS OF MY PREVIOUS KEY LEADERSHIP ACCOMPLISHMENTS WITH THE STRONG SUPPORT OF MY HOST CAMPUS COMMUNITIES

● MILLERSVILLE UNIVERSITY
  ● Fall 2002: Created Millersville University’s first-ever University-wide Mentoring Program: The Millersville Mentoring Alliance Program (MMAF). This is a comprehensive academic support program consisting of Faculty/Staff Mentoring, Peer Mentoring, Alumni Mentoring, Community Mentoring, and Pre-College Mentoring.
  ● Fall 2002, Spring, 2003 & 2004: Guided my administrative units to a successful completion of the Pennsylvania State System of Higher Education (PASSHE) mandated Five-Year Program Review
  ● December 2003: Created the Division of Academic Support Programs and Learning Services
  ● April 2003: Established and hosted Millersville University’s first-ever annual Recognition Reception for Academic Advisors
  ● Spring 2003: Restructured and chaired the University Retention Committee
  ● Spring 2003: Created Millersville University’s first-ever comprehensive Directory of Academic Support Programs and Services to enhance the delivery of academic support services to all students
  ● February 2004: Guided my units through various external funding projects, including Millersville University’s first-ever Title III Federal Grant
  ● Fall 2004: Created Millersville University’s first-ever Retention Magazine—“Educating for Success: A Quarterly Magazine for Retention Initiatives at Millersville University” (maiden volume published in Fall, 2004)
  ● Spring 2004: Successfully led the University Retention Committee in developing Millersville University’s first-ever Student Retention Strategic Plan

● AUBURN UNIVERSITY:
  NEW PROGRAMS and COMMITTEES:
  ● Transformed Auburn University’s former “Office of Minority Advancement” into a vibrant and comprehensive all-inclusive Office of Multicultural Affairs
  ● Transformed Auburn’s annual Minority Honor Recognition Award Banquet
  ● Established Minority Recruitment and Retention Representative Council (MRRRC)
  ● Established Auburn University Multi-Cultural Diversity Commission (AUMDC)
  ● Established Auburn-Opoleka Community Multi-Cultural Diversity Advisory Board
  ● Created Multi-Cultural Student Services Unit and hired its founding director (later became known as the Office of Minority Student Services)
  ● Established Faculty-Student Diversity Enhancement Grant
  ● Established Minority Faculty Dialogue Series (a bi-monthly information sharing meeting between the Assistant Provost for Multi-Cultural Affairs and each of the AALANA minority faculty groups, periodically co-hosted by the provost)
  ● Established bi-monthly Networking Luncheon Social for Minority Faculty and Staff Groups
  ● Established campus-wide diversity dialogue series on “The Status of Multi-Culturalism at Auburn University”
  ● Established Annual Auburn University Multi-Cultural Diversity Awareness Day
  ● Created annual Auburn University MLK, JR. DIVERSITY SCHOLARSHIP BANQUET (an annual fund raising event launched January 11, 2001—first of its kind in the history of Auburn)
  ● Created the first-ever university-wide, week-long celebration of MLK, Jr. Birthday at Auburn University
  ● Created the first Minority-specific Student Recruitment Brochure at Auburn University, titled The Multi-Cultural Experience. It’s all right here at Auburn University* (published 12/5/2000)
  ● Created the first OMA newsletter, “The Global Village”
  ● Created and introduced Web Page medium to the Office of Multi-Cultural Affairs

● BLUFFTON UNIVERSITY:
  FACILITIES and PROGRAMS:
  ● Created and led the Office of Multi-Cultural Affairs
  ● Established a Multi-Cultural-International Center
  ● Restructured College Mentoring Program
  ● Established “Diversity Education” Colloquium
  ● Established annual Orientation Program for New International and Minority Students
  ● Established Multi-Cultural Relations “Town Hall Meeting” Series
  ● Established and advised various student organizations, including African-American Student Organization and International Student Association
  ● Established Host Family Program for International and Minority Students

SELECTED ACADEMIC AND PROFESSIONAL AWARDS/HONORS
  ● “Record-Completion Time” for doctoral studies: Completed my entire Ph.D. studies in a record time of 2 years—*Studies began in January 1988 and my degree was formally conferred in March, 1990.
  ● Graduated with a final GPA of 3.9/4.0 (M.Ed. Degree Program)
  ● Member, Dean’s List
  ● Teaching Excellence Award (Nominated twice at Oakland University)
  ● “Most Favorite Teacher” Recognition: (Selected twice by my graduating students and officially recognized by Oakland University)
Honored with the “2002-Outstanding Leadership Award” by the BROTHERS OF THE ACADEMY (BOTA), Auburn, Alabama, for my “Outstanding Leadership in Diversity Affairs” at Auburn University

Recognized in 2002 by Auburn University colleagues and staff for my “Efforts in Creating an All-Inclusive, Multicultural Environment at Auburn University”

Nominated and appointed as Millersville University’s Representative to the American Association of State Colleges and University’s (AASCU) National Campus Study Group on Graduation Rates; I was one of the contributing authors of AASCU’s 2005 National Report on Graduation Rates in U.S. Colleges and Universities.

Awarded the inaugural Charleston County Government Diversity Leadership Award “In recognition of my continued contributions to Diversity Learning,” Charleston, SC, April 17, 2013.

SELECTED EXECUTIVE LEADERSHIP AND ASSESSMENT PROFESSIONAL DEVELOPMENT WORKSHOPS/SEMINARS COMPLETED

* Successfully completed the following Leadership Development Training Workshops:

  Executive Leadership Training:
  Human Resource Management
  Strategic Planning and Assessment: Directions in Higher Education
  Protecting the University
  Sound Fiscal Planning and Management
  Corporate Branding and Brand Management
  Developing Positive Strategies for Recruiting Minority Faculty.

  * Stephen R. Covey’s “The 7 Habits of Highly Effective People” Institute (conducted by Stephen R. Covey)

  Pennsylvania State System of Higher Education “Biennial Academic Officers Leadership” Conference:
  Moving from strategic to operational planning in Academic Affairs
  Leadership in Academic Affairs
  Assessment and Accreditation
  Networking and Information Sharing

  Penn State University, (2004)
  Management Development Program—The Leadership Edge:
  The Twenty-First Century Leader: Stepping Up to Leadership
  Managing Change; Resolving Conflicts
  Developing Teams that Succeed
  Working well with others—Interpersonal Style.

  Institutional Leadership and Change Management—“Dealing with the Future Now: Principles for Creating a Vital Campus in a Climate of Restricted Resource”—(a workshop conducted by Dr. Alan E. Guskin, President Emeritus of Antioch University, and Senior Scholar of the Project on the Future of Higher Education at Antioch University)

  Building Bridges Between Academic Affairs and Student Affairs”—(a workshop conducted by MAGNA Publications, Inc., January 28, 2004 Millersville University, PA)

  University Certified Mediation Training Workshop: Capital University Law School Based-Certified Workplace Dispute Mediator

  Pennsylvania Center for Policy Studies and Leadership & Pennsylvania State System of Higher Education Institute:
  Leadership Development: Evaluating Your Leadership Skills And Thinking Beyond The Immediate
  Framing Strategic Leadership
  Leadership Competencies
  Understanding a Leader’s Multiple Roles Characteristics of a Strategic leader

  City of Lancaster Executive Leadership Orientation/Workshop for new Executives Series

DEVELOPING LEADERS FOR THE FUTURE:
The Governance Continuum: Where is your Organization and how can you move it to the next level of excellence?
Strategic Planning Clinic—What Works, What Doesn’t:
Mission Driven Decision Making
Discovering the Core Foundation of Leadership via Appreciation Inquiry
Building “Successful” Teams
Advanced Fundraising: Harnessing the Power of Generosity
Managing the Media
A Conversation for Possibilities
Successfully completed the following Assessment Development Training Workshops:

- Auburn University (2002)
  “Implementing Institutional Effectiveness in Administrative and Educational Support Units to Meet Association of Southern Colleges and Schools Requirements”—(a workshop conducted by Drs. James O. and Karen W. Nichols, Institutional Effectiveness Associates)

- Millersville University (2004)
  Planning and Accreditation: Dwelling in Possibilities—(a workshop conducted by Dr. MaryAnn Baenninger, Executive Associate Director, Middle States Commission on Higher Education)
  Successfully completed the following Learning Community Workshops

- Millersville University (2004)
  Learning Communities: Giving Faculty and Students an Academic Edge”—(a workshop conducted by Dr. Jodi Levine Laszgraben, Assistant Vice President for University Studies, Temple University, Philadelphia, PA)
  Successfully completed the following Educational Technology Workshops

- Oakland University (1998, 1999)
  Attended 2 Distance Learning/ITV Training Workshops
  Regularly taught Distance Learning courses (at Oakland University)

SELECTED DIVERSITY CONSULTING AND TRAINING ENGAGEMENTS:
- A sampling of some of my major Diversity and Race Relations Consulting and Training Clients:
  - Marion Counseling Center, Inc., Ohio
  - Institute for Behavioral Health, Pennsylvania
  - Unitarian Fellowship Church, Ohio
  - Conducted numerous on-campus Diversity/Race Relations professional development workshops, forums, and dialogues for faculty, staff, and students

SELECTED RESEARCH, PUBLICATIONS, AND SCHOLARLY ACTIVITIES

• Book Chapters Published or in Press:


• Articles Published or in Press:
  Bello-Ogunu, J. O. (Fall, 1997). Help students to understand and appreciate the role of ‘questions and questioning’ in classroom discussions. The Speech Communication Teacher. (Referred)


  Bello-Ogunu, J. O. (1997). The pursuit of racial equality in America: A reality or a mere fantasy? The GRIOT (A journal of the Southern Conference on Afro-American Studies), 16, #2, 3-14. (Referred)


• Selected Oral Presentations
Attended the 5th Annual Pennsylvania System of Higher Education’s Frederick Douglass Institute-Collaborative Conference. Edinboro University, Edinboro, PA, October 15 and 16, 2004 (Lead-Participant/University Representative)


Cultural diversity training workshop, Marion Area Counseling Center, Inc., Marion, Ohio, 1994. (Workshop Conductor)

Cultural diversity training workshop, Hamot Institute for Behavioral Health, Erie, 1992. (Workshop Conductor)

Prejudice-Racism-Stereotype Awareness workshops for Bluffton University Students, Faculty, and Student Affairs Personnel/College Administration. (Co-Workshop-Conductor)

Cultural diversity training workshops for Bluffton University Residence Hall Staff. (Workshop Conductor)

‘Anti-racism on college campuses.” A workshop presentation for students at the Mennonite Central Committee-U.S. Conference on Racism, Chicago, March 3-4, 1995. (Workshop Conductor)

“The Role of Multicultural Communication Competence in Community Service,” Lecture, Oakland University Americorps Meeting, April 18, 1997. (Lecturer)

‘Multicultural Relations on a Multicultural campus: What you should know,” Martin Luther King, Jr./ Cesar Chavez/Rosa Parks College Day, March 28, 1996. (Lecturer)

‘Understanding our cultural differences and human similarities: A key to a better interpersonal relationship among students on campus,” A presentation at the annual Edinboro University freshmen orientation, Edinboro, August 30-September 1, 1992. (Presenter)

‘A Multicultural society: Can we make it work?” A public service presentation at the Unitarian Fellowship Church of Lima, Ohio, January 30, 1994. (Presenter)

Attended the Greater Cincinnati Council on World Affairs Faculty Development Conference, Madison, October 10-11, 1994. (Participant)

Attended the Indiana Consortium for International Programs Faculty Development Conference, Madison, February 18-19, 1994. (Participant)

‘What it takes to succeed at Oakland University,” Lecture, AOP Summer Program, August 8, 1996. (Lecturer)

‘How to listen effectively,” Academic Skills Center-Brown Bag Lecture Series, September 29, 1995. (Lecturer)

‘The meaning of Family: A cultural look at the meanings of family in North American and in Black African Societies,” A presentation at the annual Edinboro University of Pennsylvania Foreign Culture Festival, Edinboro. (Presenter)

‘Tactile communication: A look at American students’ misconceptions of international students’ cultural (nonverbal) behaviors,” A presentation at the annual, Edinboro University of Pennsylvania Academic Festival, Edinboro, Spring, 1991. (Presenter)

SELECTED UNIVERSITY-WIDE, COLLEGE, DEPARTMENTAL AND PUBLIC SERVICE ENGAGEMENTS:

THE COLLEGE OF CHARLESTON:
- President’s Commission on Diversity, Access, Equity, and Inclusion
- President’s Community Advisory Board
- President’s Diversity Climate Study Committee
- University Retention Committee

MILLERSVILLE UNIVERSITY:
- Manheim Township School District-Senior Year Transition to College Advisory Committee
- Lancaster Youth Soccer Association, (Lampeter-Stroudsburg League and East Hempfield League)
- Deans’ Council
- Provost’s Administrative Planning Team
- President’s Commission on Diversity
- President’s Executive Leadership Council
- “Train-the-Trainer” Diversity Workshop (Trainer-participant)
- University Assessment Committee on Social Equity and Diversity
- Annual Spring Recognition Reception for Graduating Students of Color (Coordinator)
- University Retention Committee (Chair)
- University Enrollment Management Committee
- University Task Force on Student Teaching Evaluation
- University Technology Task Force
- University Title III Grant Writing Committee (Coordinator and Administrative Liaison)

Bello-Ogunu, J. O. (October, 2010). Educating tomorrow’s Hispanic/Latino-na leaders: A strong community partnership is the key to success Annual Hispanic Heritage Month Scholarship Award of the Circulo Hispanoamericano de Charleston Organization, Charleston, SC.

Bello-Ogunu, J. O. & Newell, Alicia (October, 2009). Improving the retention and academic success of Latino students at predominantly white institutions. Annual Michael Tilford Conference on Diversity and Multiculturalism, University of Kansas, Lawrence, KS.

Bello-Ogunu, J. O. (October, 2007). Preparing graduates for a global workforce through diversity centered communication courses: Incorporating diversity into communication courses through “fieldwork” approach. Annual Michael Tilford Conference on Diversity and Multiculturalism, Wichita State University, Wichita, KS.

Bello-Ogunu, J. O. (June, 2003). “Multi-Cultural Relations in today’s Global Village: Fears, concerns, and hope.” A lecture presentation to new students and their parents at the annual Summer Academy for provisionally admitted students, Millersville University, Millersville, PA.

Bello-Ogunu, J. O. (May, 2002). “Multiculturalism, racism, and ethnicity and the rhetoric of “diversity” in American multicultural society.” A classroom lecture to an Upper Level Honors-Communication class, Auburn University, Auburn, AL.


Research in Progress:
Listening Across Culture: A Handbook of Inter-Cultural Listening. (A college textbook to be published)

SELECTED OTHER PROFESSIONAL ACTIVITIES AND EXPERIENCES

Attended the 26th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), New Orleans, LA, May 27-June 1, 2013.

Attended the 7th Annual Conference of the National Association of Diversity Officers in Higher Education (NADOHE), Washington, D.C., March 4-6, 2013.


ADDENDUM

DOCUMENT: A

A PERSONAL STATEMENT OF MY PHILOSOPHY ON “DIVERSITY IN HIGHER EDUCATION”

[Dr. John O. Bello-Ogunu, Sr. @ 2013]

“Diversity is an asset to higher education; promoting diversity is a challenge. It challenges institutions to ensure equal access for equal participation (recruitment), to take measures to successfully teach (retention and graduation), to provide requisite academic support for all students, including those with disabilities, and to adapt teaching and learning styles to meet the needs of a diverse student body. It also presents some unique opportunities for teaching, learning, service, research, professional development and overall social, economic and intellectual growth.”— [Southern Association of Colleges and Schools Commission on Colleges (SACS)]

As a teacher, scholar, an educator, and a diversity practitioner in higher education, the preceding SACS’ statement on the central role of diversity in higher education exemplifies my total thoughts on the significance of diversity in the formation of students as global citizens. I believe that human diversity—broadly defined and in all its forms—is central to the successful accomplishment of the primary goals of most, if not all higher education institutions, namely: (1) to provide excellent education to all their students within an environment that is welcoming, inclusive, supportive, nurturing, and conducive to learning; and (2) to graduate ethical and responsible global citizens who can function productively, effectively, and successfully in today’s global village of interdependent and interconnected cultures and economies.

However, for these goals to be achieved, diversity must first be integrated and woven into every aspect of the institutions, including their policies, practices, values, customs and traditions, public documents and pronouncements, campus climate, as well as their students, faculty, staff, administration, offices, classrooms, residence halls, cafeteria, chapels, locker-rooms, student organizations—including fraternities and sororities), committees, and associations. Above all, diversity must find its way into the institutions’ curriculums and co-curriculums. Stated differently, I truly believe that colleges and universities cannot succeed in transforming their today’s freshmen into tomorrow’s holistically educated, responsible, and ethical global citizens and world leaders, unless they first recognize the value of diversity and accept it as one of the critical tools for achieving inclusive institutional excellence. Dr. David Adamany, former Chancellor of Temple University in Pennsylvania, understood this key connections best when he argued that “In the mingling of men and women of many ages, nationalities, races, social and economic backgrounds, experiences, geographic origins, and personal characteristics, experiences, and lifestyles, has come an extraordinary level of education, understanding, and preparation for life.”

As a transformational tool, diversity helps to create living and learning environments that are inclusive, welcoming, and conducive. And, as a catalyst for social and economic justice, diversity helps to foster access, equity, civility, mutual respect, trust, and human dignity. Lastly, when its immeasurable benefits are realized or discovered, academic institutions as communities of educators and learners, can leverage diversity to close the educational, economic, and career achievement gaps that continue to exist between whites and members of the aforementioned groups, even in 2012. This could be achieved by creating for the underrepresented, underserved, and marginalized groups, opportunities for academic success and for career advancement. After all, as President Gerhard Casper of Stanford University once said, and I concur, “We want to be faithful to our task to educate leaders for a diverse and complex society—a society that will, we hope, overcome the undue tendencies toward stratification. This cannot be done unless the country’s demographic diversity finds a presence on campus. A university needs to be integrated in order to pursue its tasks.”
• University One-Stop Student Support Services Center (Hall Administrator)
• Academic Affairs Strategic Plan (Primary contributor and reviewer)
• Millersville University’s first-ever Annual Recognition
• Reception for Academic Advisors (Creator and Host)

**AU BURN UNIVERSITY, AU BURN, ALA BAMA**
• Auburn-Opelika Community Multi-Cultural Diversity Board (Founder and Chair)
• President’s Professional Enhancement Advisory Board
• Provost’s Council
• Minority Recruitment and Retention Representative Council (Founder and Chair)
• Auburn University Multicultural Diversity Commission (Founder and Chair)
• Auburn University African-American Alumni Caucus (Founder)
• Auburn University Campaign Needs Assessment Committee
• Auburn University “Master Plan” Advisory Committee
• Auburn University International Program Review Task Force (Chair)
• President’s Graduate Opportunity Fellowship Committee

**OA KLAND UNIVERSITY, MI**
• University Senate
• Oakland University Spring Commencement (Deputy Marshal)
• Honors College Faculty Council
• Bachelor of General Studies Faculty Council
• Black Faculty Network (Residence Hall Faculty Ambassador)
• Women’s Studies Program—Executive and Curriculum Committees
• AmeriCorps National Service
• Senate Committee on Human Relations (Co-Chair)
• Center for International Program
• MLK, Cesar Chavez, Rosa Parks
• Faculty Council on Academic Skills Center
• AOP Summer Program Communication Program (Advisor)
• Master’s Degree Program in Communication Committee (Co-Chair)
• Communication Curriculum Committee
• Communication/Department Executive Committee
• Communication Field Experience (Co-Coordinator)
• Established and advised Lambda Pi Eta—A National Communication Honors Club
• Coordinated a “Capstone Field Experience in Communication”

**BLUFFTON UNIVERSITY**
• Board of Trustees—Admissions Sub-Committee
• African-American Student Organization (Founder and Advisor)
• International Student Association (Advisor)

**DIN BORO UNIVERSITY OF PENNSYLVANIA**
• United Way of Erie Community Minority Initiatives Committee (University Representative)
• Multicultural Relations Club (Founder and Faculty Advisor)
• Sigma Tau Gamma Fraternity (Faculty Advisor)
• Faculty Advisory Council to the President (Cultural Diversity)
• Committee on Cultural Diversity
• President’s Committee on Student Concerns
• Communication Studies (BA/MA) Program Review Committee
• Established Multi-Cultural Relations Club and Advised Sigma Tau Gamma

**MEMBERSHIP IN PROFESSIONAL ASSOCIATION:**
• American Association of Blacks in Higher Education (AABHE)
• National Association of Race and Ethnicity in Higher Education (NCORE)
• National Association of Diversity Officers in Higher Education (NADOHE)
• National Association for Multicultural Education (NAME)
• National Association of Student Personnel Administrators (NASPA)
• Former Board Member, Global Learning Center, Wichita, Kansas, USA
• Former Member, Advisory Council, Diversity Kansas, USA
I have either served on or chaired the following key committees, commissions, and task forces at my previous institutions.

- Diversity Kansas Advisory Council
- Deans' Council
- Cincinnati Council on World Affairs (served as member and liaison)
- City of Lancaster Chamber of Commerce Diversity Task Force
- Faculty Council on Student Academic Skills
- "Field Experience in Communication Program" Review Committee (co-director of the program)
- Freshman Year Experience Advisory Board
- Global Learning Center (member, Board of Directors)
- Graduate Programs Review Committee
- Honors Program Council
- Indiana's Consortium of International Programs (served as member and liaison)
- International Student Life Advisory Committee
- International Programs Review Taskforce (chair)
- Minority Student Leadership Academy Advisory Council
- Minority "Recruitment and Retention" Council (MRRC)—(a minority recruitment and retention initiative established and chaired by me)
- Manheim Township School District's Transition from High School to College Advisory Committee
- New Master's Degree Program Exploratory Committee (chair)
- President's Commission on Diversity, Access, Equity, and Inclusion (co-chair)
- President's Professional Development Advisory Board
- President's Graduate Opportunity Fellowship Program Selection Committee (a Doctoral Fellowship Program for attracting outstanding minority and economically disadvantaged students; program reported to me.)
- Provost's Council
- Provost's Administrative Planning Team
- President's Commission on Diversity
- President's Advisory Committee
- Student's Concerns Committee
- Title II Grant Committee (Administrative Coordinator)
- University Capital Campaign Committee
- University Teaching Evaluation Task Force
- University Technology Task Force
- University Student Affairs Planning Committee
- University Retention Committee (chair)
- University Needs Assessment Committee
- University General Education Curriculum Review Committee
- Undergraduate Curriculum Review Committee
- University Human Relations Committee (chair)
- University "Master Plan" Committee
- "University of Promise" Advisory Board
- University Academic Exceptions Committee
- University Student Judicial Board
- University Behavioral Intervention Team
- University Campus Diversity Climate Survey Committee (administrative coordinator)
A PERSONAL STATEMENT OF MY "ADMINISTRATIVE LEADERSHIP AND EDUCATIONAL" PHILOSOPHY

[By John O. Bello-Ogunu, Sr Ph.D., @2013]

One’s philosophy on administrative leadership can be stated from different perspectives, depending on the role one assumes and the subject of focus. For example, a priest’s philosophy of administrative leadership and education would be quite different from a parent advocate’s. Still, a philosophica statement on the referenced subject as expressed from the perspective of a sociologist would be different from that presented by an ethicist. Thus, it is generally believed that there are as many different definitions of “philosophy” as there are “Philosophies of administrative leadership and education.” Following is my brief philosophical statement from the perspective of an academic administrator with many years of university-level teaching experience.

For me, administrative leadership is about an administrator’s ability to create a portrait of where things currently are; having a clear understanding of how things should or ought to be; having the ability to clearly and convincingly explain the situation to his or her team; and having the knowledge, skills— including listening, communication, critical thinking, analytical, and organizational skills; as well as the professional competencies— to provide direction and guidance to his or her team, resulting in the successful completion of the established goals. Administrative leadership therefore, is both an act and a process in which the informed administrator clearly demonstrates his or her understanding of the current situation or the task at hand; work collaboratively with his or her team to determine the best strategies for achieving the desired results or outcomes; empowering the team members to be the best “solution providers” that they can be; and guiding them through the successful completion of the given task. An educational administrator’s roles are many and critical to the retention, academic success, and the timely graduation of all students.

As an educational administrator, I see myself as an educator, a teacher, facilitator, and a mentor, whose primary role is to provide a clear vision for my division; provide a welcoming, collaborative, participatory, inclusive, and supportive environment for my staff to succeed; empower them to be as creative, innovative, and effective as they can be; and provide them with the necessary guidance and direction to enable them to achieve the desired divisional goals in support of our university’s ultimate goal. My ultimate goal as an educational administrator, however, is to leverage the diverse and rich expertise of my staff in assisting our institution to achieve its educational mission—that of providing all its students with an excellent education and preparing them to become responsible, ethical, and holistically educated students, who can function productively, effectively, and successfully in today’s highly competitive “global village.”

And, as an educational “role model,” I believe my role is to constantly seek better and more effective ways to enhance the retention of all students and to motivate them to succeed. Another role is to help my staff, by examples, to recognize that the primary purpose of a formal education is not only to transmit useful knowledge to students so that they are able to function productively and successfully in life, but that it is also a process of holistic formation of the “whole” student—intellectually, socially, and spiritually. Thus, I believe it is the responsibility of the educational administrator to help his or her staff to recognize and hopefully, appreciate the goal of a complete, balanced, and effective education. Such an education seeks to equip students with the knowledge and skills essential to the successful navigation of today’s increasingly challenging and complex world, a world of inter-dependent cultures and economies. It also seeks to help students develop the intellectual ability to be both a consumer and a producer of knowledge.

Still, it is my belief that in today’s increasingly diverse, complex, and challenging world, the main goal of education should not only be to provide students with the tools that will enable them to make informed, reasoned, and morally responsible judgments and decisions, but to also prepare them for life. Thus, as one who strongly believes that it takes a campus community to recruit, retain, educate, and to graduate a student, I dare-to-say that it is the responsibility of the educational administrator to ensure that students don’t end up becoming mere repositories of ideas and passive consumers of knowledge, but that they are able to think, read, and write critically, as well as analytically. However, an educational process that fails to help students see the interconnectedness between the “self,” “society,” and the “world” at large, is incomplete.

I also believe that educational administrative leadership should include the intentional and deliberate exposure of students to a complete and balanced learning during the course of their educational journey from K through 16. A balanced education involves the integration of students’ classroom learning experience with experiential education—including service experience—so that through guidance and direction, students can learn the value and the importance of service to others and the relevance of their acquired formal education to making the world a better place for all. It should also include significant lessons on the educational benefits of diversity and global perspectives, including exposures to the world beyond “our immediate world” through study abroad opportunities. In today’s “global village” of interdependent and interconnected cultures, I truly believe that it is imperative that students are interculturally competent in order to be able to function intelligently, productively, and effectively in our world of “many colors.” Lastly, to be successful in managing, leading, and guiding their institution’s human resources toward achieving established organizational missions and goals, educational administrators must be able to recognize the interconnectedness between the strengths of their staff and division and those of their organization as a system. It is also critical that they regularly provide their staff the opportunities for professional development and growth—including technological preparedness; be sensitive to, and supportive of their personal (especially family) needs, and reward them for their achievements and successes. In the end, I firmly believe that becoming a productive, effective, efficient, and successful educational administrator and leader requires an unquenchable desire to be one, along with a strong commitment to constantly seek better, creative, innovative, and ethical ways to achieve leadership excellence.