

Dear Winthrop University Presidential Search Committee,

It is an honor to submit my application for the position as the 12th president of Winthrop University. I strongly believe that the breadth of my leadership experience spanning both the private and public sectors culminating in leading two public universities makes me a compelling candidate. My time as a nontraditional student at Winthrop University had a transformative impact on my life and launched my lifelong passion for the critical mission of public higher education. That foundation set me on a path that has uniquely positioned me relative to your leadership agenda and presidential priorities.

Over the past four years, I have had the privilege of leading the University of Arkansas- Fort Smith (UAFS) as the Interim Chancellor and the University of Maine at Farmington (UMF) as the President. While these institutions are separated by nearly 2,000 miles, they share a common mission as critical educational access points for first-generation, Pell eligible students and as anchor institutions for the communities they serve. They also share the challenges facing public higher education, challenges that have been intensified by the COVID pandemic. As leaders of public institutions, we share the recognition that we are operating in the “new normal” of the post-pandemic landscape. The environment has changed and the presidency has changed with it. I see your priorities mapping to a leader who can advance Winthrop’s mission through this period. With that in mind, I will address your priorities by grouping them into three core themes; vision, implementation, and leadership. My hope is that my work leading bold change will resonate with you as the type of thought, values, and action you seek in your next leader.

As a starting point, Winthrop University needs a leader who can work with the Board to bring the campus community together to cast an inspiring vision. Every other priority is anchored in and flows from this requirement. Your additional priorities for curriculum, enrollment management, marketing, budgeting, campus master plans, and advancement must start with a clearly defined vision. Based on my experience in strategic planning and change management, I was hired by the University of Maine System to be a change agent. My charge was to drive major structural and cultural change at a proud and nationally-recognized institution that had experienced significant enrollment declines and structural deficits. This task was further complicated by the UMaine System’s decision to move to a unified accreditation model from its regional accreditor and the onset of the COVID pandemic. These challenges called upon my breadth of professional experience and leadership skills to bring the campus through this difficult change while operating in the context of a global pandemic.

Strategic planning is often an underutilized tool in a president’s toolbox for bringing together a community to chart a bold course of action. While I have worked with strategic plan development at many organizations, the severity of the challenges facing UMF called for me to challenge the institution to significantly change within a tight timeline and included requirements to ensure the change was genuine, measurable, and documented. To accomplish this, our planning process assured alignment among internal and external stakeholders as to why we exist, why we are funded, what is expected of us, and how we will be held accountable for fulfilling our purpose. Rather than simply developing a static paper document, we focused on building strategic thinking, capabilities, and competencies into our DNA.

As an alumnus, I’ve watched as Winthrop faces these same challenges and see the search for solutions in your presidential priorities. My experience as a management consultant working with large, complex organizations has served me well as a public higher education leader and proven critically important to successfully navigating this challenging period of disruption. I understand the resources and relationships needed to be successful. If selected as your next president, I would immediately launch into a strategic planning process with the Board, campus community, and external stakeholders to form an honest and shared assessment of where we are and challenge us to aspire.

Next, Winthrop University needs a leader who can translate your plan into action. The riskiest time in strategic planning is the handoff from the development phase to implementation. Far too often organizations have strategic plans that are not connected in any meaningful way to their tactical and operational decision making. An additional risk is crafting aspirations that the institution is not yet in a position to achieve. In the implementation of the plan, it is critical to create the solid foundation required to not only become aspirational, but also achieve those aspirations. For UMF, that meant operationalizing the plan in real ways. This took the form of four work streams (curriculum, enrollment management, organizational structure, and budgeting) and two informing priorities (Diversity, Equity, and Inclusion (DEI) and Advancement) that sought to build a solid foundation. These areas map directly to your priorities and again speaks to the shared experience and challenges facing public institutions. While my resume details my work across your priorities, I want to focus on three that are always core to a university's operation, but have taken on a far more acute sense of urgency in the post-pandemic landscape. Misalignment and missteps in the critical areas of the curriculum, enrollment management, and budgeting can be devastating.

At the heart of our universities is our academic and co-curricular programs. While the scope of changes I've led at UAFS and UMF are vastly different, they are underpinned by the same guiding principles. They must be anchored in the strategic plan, data-informed, and seek partnerships whenever possible. At both institutions, the starting point for these conversations was in retaining external expertise and market data to fully understand the competitive landscape and identify opportunities for refining our offerings to better serve our markets. While the scope of these changes at UAFS focused on refining our portfolio, the undertaking at UMF called for reimagining our entire curriculum. At the core of this reimagining was the transition from a four-credit hour academic model to a three-credit hour model. We needed to make this fundamental move in order to better position ourselves within the new unified accreditation model adopted by the UMaine System and better align ourselves for community college, adult learner, and early college students who found the four-credit hour structure to be an obstacle. The move was supported by data and driven by our need to diversify our student portfolio. This level of organizational change is never easy. It must be anchored in data and the process must respect transparency and inclusion with university stakeholders in order to be successful.

The curriculum and enrollment management plans must go hand-in-hand. At UAFS, we conceived and implemented several new enrollment management initiatives. These initiatives were not only supported by our strategic plan but aligned with the Arkansas Department of Higher Education's new performance-based funding model. We implemented the Adult Degree Completion Program (ADCP), UAFS Promise, and ROAR First-year Advising Center in an effort to diversify our student population and support retention efforts. Since their implementation, they have positively impacted non-traditional student enrollment and first-year student retention at UAFS. Our enrollment challenges at UMF are driven by the demographic shifts in New England. To further exacerbate this issue, the university's previous strategic plan called for becoming a "boutique" university focused on increased selectivity for a smaller undergraduate student population. Our new strategic plan had to undo the cultural and structural frameworks that supported this unsuccessful strategy. As previously mentioned, the four-credit hour model was at the core of this strategy. Our new plan addresses our needs to reimagine our marketing, recruitment, financial aid, and advising models to support not only our traditional residential undergraduate student population but our expanding graduate, early college, and transfer student populations.

Next, to ensure success, the strategy is woven together with financial planning to ensure that actions identified as necessary for growth are funded. Strategic plans are operationalized in their budgets. I have extensive experience working with budgets in and out of public higher education. Within higher education, I have found myself leading institutions in two very different financial situations. While our focus at UAFS was on building new facilities, grant writing, fundraising, and bolstering our financial

reserves, the situation I inherited at UMF was one of structural deficits and negative reserves. To address this serious issue, we are implementing a needs-based budgeting process that is tied to our strategic plan. After years of incremental budgeting and “one off” projects, we are pushing the “reset button” on our budgeting process. We also committed to greater transparency and inclusion of our campus constituents in this process by creating the Budget Advisory Council including members of the faculty, staff, and student senates to advise us on budget decisions and act as a communication channel back to their constituents. Over the next couple of years, we will make difficult decisions on where we spend our finite resources in support of our mission and close our structural deficit.

I will also briefly touch upon the two informing priorities of DEI and our Advancement Office as they are closely tied to the budgeting process. Our strategic plan clearly identified these as areas requiring attention. While efforts had been made in both areas for years, they were significantly under-resourced. My commitment to the campus was that we had to start making hard decisions about what we would continue to fund. If we as a campus community identified an area as important to us, we needed to fund it. We are currently carrying out that promise as we make the difficult decision of defunding areas in order to better resource these areas. While never easy decisions, we made them as a community about what we value and aspire to be.

Finally, while my career may be a nontraditional path to the presidency, it shaped a leadership philosophy that I believe is a perfect fit. My time in the private sector provided a sound foundation for strategic thinking, financial management, data analysis, leadership, and teamwork in managing complex projects. By the time I began my career in higher education, I had a unique set of skills that added value to the institution. But, I also recognize that I am not an expert in every aspect of the university. So, I build coalitions of talented individuals with these skills. By supporting and empowering them, we have been an incredibly successful leadership team.

Anyone who steps into the role of university president should have a healthy respect for the tremendous responsibility and hard work that comes from holding the office and approach it with a sense of humility and service. We are stewards in a long line of individuals who dedicated their lives to our institutions. I continue to listen, learn, adjust, and grow in my role as a president. What I have learned over the last four years is to rely on authenticity, empathy, and consistency in narrative and action. You must model behavior that is consistent with the culture you want to build.

Public higher education is facing a challenging future. A prosperous, sustainable future for Winthrop requires a bold vision with clear goals, pursued within a structural and cultural framework that supports agility, collaboration and innovation. In my time leading public institutions, I have demonstrated the aptitude to successfully lead a campus in this work with authenticity, honesty, transparency, and data-informed decision making.

In closing, I want to again express my sincere gratitude for Winthrop University. My time on campus changed the trajectory of my life and eventually led to my calling of providing generations of students with the same supportive, life changing experience I had in Rock Hill. As an alumnus who cares deeply for this special place, I sincerely want you to pick the right leader to guide Winthrop to even greater success. While I believe I am that leader, I will warmly welcome and support the university’s selection. Regardless of the choice, I will always owe Winthrop a great debt.

Respectfully,

Edward A. Serna

EDWARD A. SERNA
President, University of Maine at Farmington

PROFESSIONAL PROFILE HIGHLIGHTS

- An authentic leader with presidential experience at public universities in Arkansas and Maine
- A change agent with extensive experience in strategic planning and organizational change in higher education, government organizations, and private industry
- A passionate advocate for the critical mission of public higher education
- A conceptual thinker with a commitment to data-informed decision making to drive transformational change
- A transparent and collaborative leader with a commitment to shared governance

EDUCATION

Doctor of Education in Higher Education Administration
University of Alabama, Tuscaloosa, AL

Master of Management Information Systems
Auburn University, Auburn, AL

Master of Science in Industrial Management
Clemson University, Clemson, SC

Bachelor of Science in Business Administration
Winthrop University, Rock Hill, SC

PROFESSIONAL EXPERIENCE

University of Maine at Farmington, Farmington, ME | 2019 – Present
President

Institutional Profile:

The University of Maine–Farmington (UMF) was founded in 1864 and is Maine’s oldest institution of public higher education. UMF is a member of the University of Maine System, which consists of seven universities. With its focus on teacher education and liberal arts, UMF provides 32 bachelor's degrees and 5 master’s degrees. The University has an annual budget of \$42 million; an enrollment of 1,700 students; a workforce of more than 400 faculty and staff; and a base of more than 18,000 alumni. UMF Athletics compete in 19 varsity sports including 13 NCAA Division III sports and 6 USCSA sports. UMF is recognized annually by US News and World Report for its excellent value, the quality of its educational programming, and social mobility.

Position Profile:

The President of the University of Maine at Farmington is the executive officer responsible for all aspects of operations within the approved mission and for implementing the policies and procedures set forth by the Chancellor and the Board of Trustees. The President of the University of Maine at Farmington is charged with the implementation of plans, policies, and directives from the Board of Trustees and the Chancellor; active participation in strategic leadership of the University of Maine System, the academic leadership of the institution; the development and administration of the institution’s operational and auxiliary enterprise budgets; the development, maintenance and operation of the physical plant and the

development of long-range capital facilities priorities; and the administration of all programs affecting student life and promotion of the learning environment for the welfare of the student body.

Key Achievements

- Led the institution through a comprehensive, year-long strategic planning exercise that focused on addressing the significant internal and external challenges driving an erosion in enrollment and causing a significant structural budget deficit. The “Reimagining the University 2021-2024” plan is an action-oriented plan that addresses the most serious issues facing UMF. The ambitious first year of the implementation is focused on driving fundamental change in our curriculum, budgeting, enrollment management, and organizational structure.
- Collaborating with the faculty and with the full support of the University of Maine System Trustees, actively reimagining our curriculum to seek innovative ways to cooperate with our sister campuses within the new unified accreditation model for the University of Maine System and create seamless pathways for community college transfer students. Leveraging extensive data including a peer analysis, student surveys, market analysis, curricular efficiency analysis, and program economic analysis to restructure the curriculum including a conversion from a four-credit hour course structure to a three-credit hour structure, reevaluation of the general education curriculum, and a redesigned scheduling grid.
- Transforming the budgeting process from an incremental model to a needs-based model. Implementing a budget that operationalizes the strategic plan and funnels resources to those areas identified as critical to the mission. After years of incremental budging coupled with significant enrollment losses, the budget no longer accurately reflected operational priorities and must be reset.
- Improving organizational structures and processes through an organizational design review process. The strategic plan identified significant issues with under-resourced and under-skilled areas on campus. Years of non-strategic, reactionary staffing and professional development funding cuts created a significant risk to successfully implementing the strategic plan. To address this, we conducted an organizational design review to analyze our current state, desired future state, and identify gaps. This plan will provide a multi-year roadmap to creating a more agile organizational structure.
- Recalibrating our enrollment management and marketing plans to the new strategic plan. The institution lacked a cohesive enrollment management strategy anchored in its strategic plan. Our new plan addresses many of the internal issues that caused declining enrollment. While the provost, deans, and faculty work to redesign the curriculum, we implemented immediate changes to diversify our enrollment strategy away from an overreliance on a residential undergraduate student population that had been the focus at the institution for the past 15 years. In the last two years, we launched three new graduate programs resulting in credit hour production growth of 54% since fall 2019. New leadership in our Early College program has grown enrollment in the past year from 59 to 167 students with more changes aimed at further growth. While these changes are positive progress towards mitigating our overreliance on a shrinking market for traditionally-aged students in our recruitment area, we are actively developing a new enrollment management plan that focuses on further diversifying our student population, a new retention plan including the new Director of Advising and a First Year Class Dean positions, a new data-informed marketing plan, and a new financial aid model that addresses an ineffective and financially unsustainable institutional aid strategy.
- Expanding collaborative programs with University of Maine System campuses and community college partners to increase diversity in our student population and grow enrollments in new programming areas. Among the early successes in this area has been a new bachelor of science in nursing program offered in partnership with the University of Maine at Augusta to help meet the critical nursing shortages in our region. Another growing partnership is with Stone Child College in Montana. This partnership with a Tribal College provides opportunities for student and faculty

exchange, collaboration on mutually beneficial research, and a pathway for Stone Child students into our graduate education programs.

- Creating new revenue streams in the areas of fundraising, grant writing, and congressionally directed funding to alleviate our overreliance on tuition revenue.
 - The strategic plan identified our Advancement Office as significantly under-resourced with a single development officer and alumni director. To address this, we recently hired a new Chief Advancement Officer to begin rebuilding our fundraising capabilities. Even with these limitations and constrained by the pandemic, we successfully raised \$1.6m including several mini-campaigns focused on providing much needed aid to our students during the pandemic.
 - Through the generous gift of a donor, we also created structures and incentives for faculty to actively engage in grant writing. In the first year, this effort yielded \$600k in new federal grant funding to UMF. We continue to build on these early successes to build a grant writing culture on campus focusing on larger federal grants that advance the institution's mission and carry indirect rates.
 - Actively pursuing state and federal funding sources to complete the \$3.5m project to expand our early childhood education center enabling UMF to greatly expand much-needed early childhood services and education programs in Maine.
- Directed the development and implementation of a Diversity Equity, and Inclusion (DEI) plan to be funded in the FY23 budget. This was in response to the sobering assessment during the strategic planning process of our institutional approach to DEI as “underfunded”, “ineffective” and, an “afterthought”. While we see an opportunity to increase diversity on campus, that must be coupled with the support systems necessary to ensure success. We have commenced the critical work of building a comprehensive and resourced institutional approach that brings together existing efforts on campus.
- Building a series of structures and practices to strengthen shared governance. Established the President's Advisory Council consisting of senior administrators, Faculty Senate leadership, Staff Senate leadership, and Student Senate leadership to meet on a monthly basis on critical issues facing UMF. This group served as the Strategic Planning Steering Committee and is currently advising on the implementation of the plan. Instituted a practice of monthly one-on-one meetings with the presidents of the faculty, staff, and student senates to engage in honest conversations about the state of the university and discuss possible courses of action. In an effort to increase the transparency and inclusiveness of our budgeting process, created the Budget Advisory Committee comprised of faculty, staff, and students to advise the President's Cabinet on the annual budgets.
- Serve on several University of Maine System governance committees including; the Presidents' Council, the Unified Accreditation Executive Steering Committee, the Strategic Planning Executive Steering Committee, and Capital Budget Advisory Committee

University of Arkansas- Fort Smith, Fort Smith, AR | 2015 – 2019
Chancellor (Interim) | September 2018 – June 2019

Institutional Profile:

The University of Arkansas- Fort Smith (UAFS) is a public, four-year university located in Fort Smith, Arkansas. UAFS is a member of the University of Arkansas System, which consists of six universities and seven community colleges. UAFS has an annual budget of \$80 million; a Foundation with assets in excess of \$100 million; an enrollment of 6,700 students; a workforce of more than 800 faculty and staff; and a base of more than 48,000 alumni. UAFS offers 60 bachelor's and associate degrees, 35 certificates, and a master's program. UAFS Athletics competes in 10 NCAA Division II sports.

Position Profile:

The Chancellor is the chief executive officer of the university, reporting to the President of the University of Arkansas System and the Board of Trustees of the University of Arkansas. In accordance with university policy, the Chancellor provides leadership for all activities of the university and is accountable for its overall operation and success. The Chancellor employs an array of Vice Chancellors to provide leadership and assistance in all aspects of carrying out the operation and mission of the university.

Key Achievements:

- Implemented the UAFS Promise program. A recruitment and retention initiative focused on providing students with fixed tuition and a streamlined pathway to graduate in four years with their promise to make satisfactory academic progress and adhere to advising guidance. It is unique within Arkansas and designed to address our four-year graduation rates in response to the new ADHE funding formula.
- Implemented the Adult Degree Completion Program. A recruitment and retention initiative focused on providing nontraditional students with a streamlined pathway to complete their baccalaureate degree. The program serves a student population that provides opportunities for enrollment growth and is responsive to the ADHE funding formula.
- Founding member of the newly chartered Fort Smith Regional Workforce Development Advisory Board. As the higher education representative, collaborate with the Fort Smith Regional Chamber of Commerce, Fort Smith Public Schools, and regional employers in the development of a holistic approach to workforce development.
- Implemented the “First to Go” program focused on helping our large first generation student population transition to the University. Through a series of outreach initiatives, connected first generation students with UAFS faculty and staff, who were also first generation college students. The effort has been highly effective in providing this student population with a support network to aid in their successful transition into the campus community.
- Re-chartered the Student Retention Committee expanding membership to include all areas of the University’s enterprise. The new Committee made significant progress in identifying, analyzing, and redesigning organizational processes and policies that were not student friendly and negatively impacted student persistence.
- Actively collaborated with the UAFS Foundation staff and Board to secure \$4m in gifts and a \$10.8m estate gift to fund the honors program. Successfully conducted a national search for a new Vice Chancellor for Advancement and Executive Director of the UAFS Foundation.
- Implemented a new First Year Advising Center. The University was losing nearly 40% of its first year class by the beginning of their second year. A series of student focus groups, surveys, and data analysis indicated that our first year advising was negatively impacting student persistence. All advising for first year students was centralized and an investment made to add staff and upskill existing personnel.
- Developed a partnership agreement between the Arkansas National Guard (ANG) and UAFS in support of our Unmanned Aerial Systems (UAS) degree program. The first of its kind in the state of Arkansas, the agreement allowed UAFS students to gain real world flight and data analysis experience by operating aircraft in restricted airspace at Fort Chaffee. This was a critical partnership that provided a recruiting pipeline for ANG personnel and veterans into our programs.
- Conceptualized the Associate’s to Bachelor’s (A2B) program. A recruiting campaign for our community college 2+2 programs. The program provided for the centralized recruiting, marketing, and relationship management of the University’s portfolio of five online baccalaureate completer programs with more than 20 partner community colleges across five states.
- Implemented a national recruiting campaign for active duty military personnel. Leveraged our new UAS program and strong Student Veteran Organization (SVO) on campus to target 20 military installations with active UAS units for recruitment. Contracted with marketing organizations specializing in this market space. The campaign focused on recruiting for our UAS, BBA, and BSOL programs.

Chief of Staff & Vice Chancellor for Strategic Initiatives | July 2017 – June 2019

Position Profile:

Charged by the Chancellor to proactively identify and lead a portfolio of cross-divisional initiatives that are critical to successfully meeting strategic goals. Directed the development, tracking, and refinement of progress indicators for the implementation of the strategic plan. Developed and executed relationship management and communication strategies with key constituencies that advanced the institution's workforce and economic development missions. Represented the UAFS at public events engaging elected officials, business leaders, and community leaders. Provided leadership to a broad cross-section of departments focused on driving revenue capture, enrollment growth, and strategic partnerships in new markets.

Key Achievements:

- In collaboration with Academic Affairs, successfully developed the first degree programs in unmanned aerial systems (UAS) in the state of Arkansas. Led the cultivation of partnerships with commercial organizations to assist with the growth of the new program. Recruited the program's founding director.
- Collaborated with faculty to build a grant writing culture on campus that to date has resulted in greatly increased faculty participation, external partnerships, and more than \$12m in new awards to the institution.
- Developed the UAFS Promise Program. This was a recruitment and retention initiative focused on providing students with fixed tuition and a streamlined path to graduate in four years with their promise to make satisfactory academic progress and adhere to advising guidance.
- Developed the Adult Degree Completion Program. In collaboration with Academic Affairs and Enrollment Management, this is a recruitment and retention initiative focused on providing nontraditional students with a streamlined pathway to complete their baccalaureate degree.
- Established the newly created Office of Student Retention. Collaborated with Academic Affairs and Enrollment Management to identify and implement institution-wide, data-driven solutions for student persistence. This included creating the new position of Executive Director for Student Retention.
- Established the newly created Office of Corporate and Foundation Engagement in a collaborative effort with the UAFS Foundation and Academic Affairs to implement a more holistic approach to engaging our partners in strategic, long-term relationships. This included creating the new position of Director for Corporate and Foundation Engagement.
- Directed the migration of the Office of Strategic Analytics and Institutional Research from Academic Affairs to the Office of Strategic Initiatives. The office focus increased in scope to managing data at the institutional level. This led to greater data integrity and transparency driving a culture of data-driven decision making on campus.
- Developed an internal consulting capability focused on providing analysis with actionable recommendations to the Chancellor on core organizational challenges. White papers were delivered in the areas of new student onboarding, advising, nontraditional students, and our digital presence. As part of this capability, we established a mechanism for capturing the voice of students through focus groups and surveys. This resulted in a more complete understanding of the needs of our core stakeholders. These reports led to significant changes in policies and procedures to better serve students.
- In an effort to transform our International Relations Office into a profit center, redirected our recruitment efforts to focus on markets that were a better match for our technical degree programs resulting in increased revenue generation per student.
- Coordinated the institution's partnership efforts with the Restore Hope Alliance addressing the region's criminal recidivism and foster care crisis through grant proposal development and new educational programs aimed at serving this at risk population.

Chief of Staff & Associate Vice Chancellor for External Funding | July 2016 – June 2017

Position Profile:

Provided counsel to the Chancellor on a wide variety of executive duties, special projects, and initiatives involving the Chancellor's Office and its priorities. As an advisor and support to the Chancellor, provided coordination and liaison with Senior Staff members on matters of interest to the Chancellor; handling questions, concerns, issues and requests on the Chancellor's behalf; coordinating communications; and serving as a liaison between the Chancellor and a variety of internal and external constituencies. Led the institution's external funding efforts focused on increasing faculty proposal writing.

Key Achievements:

- Principal architect of the institution's 2017-2022 Strategic Plan. Directed key aspects of the plan's development including competitor analysis, benchmark analysis, and environmental scan. Worked collaboratively with the Chancellor and Vice Chancellors in facilitating working sessions to articulate and capture key institutional priorities in the development of the plan. Directed the development of the published plan and communication to key internal and external stakeholders.
- Leveraged business contacts in the aerospace industry to develop programming in unmanned aircraft systems. Brokered introductions between the Chancellor and aerospace executives to form partnerships, identified and contracted with UAS subject matter experts to advise the institution on establishing a program that meets an emerging need within the industry, and connected UAFS with the broader national UAS network. This effort resulted in an industry-driven workforce development solution that placed the institution on the national stage in an emerging market.
- Co-authored a winning proposal for more than \$4m over a four-year period of performance to deliver concurrent education to six areas high schools in robotics and cyber systems. The two awards from the Arkansas Department of Higher Education were the largest Regional Workforce Grant awards in the state.
- Continued to lead the institution's rapidly growing discretionary grant portfolio. Eclipsed \$32m in proposal volume for CY2017. This represents more than a tenfold increase from my first year at UAFS.

Director, Grants Management & Compliance | January 2015 – June 2016

Position Profile:

Directed the full lifecycle of external grant activities including the identification of new funding opportunities, development of winning proposals, and delivery of contractually-compliant technical and financial reports. Fostered collaborative relationships with external organizations to form competitive grant partnerships. Worked with faculty and staff across campus to promote and support the development of highly competitive proposals to government, corporate, and private agencies. Cultivated a portfolio of nonprofit, corporate, and government funding that aligned with institutional needs and goals.

Key Achievements:

- Increased the institution's annual proposal volume from less than \$1m in CY 2014, to \$2.6m in CY 2015, and \$12.85m in CY 2016.
- Captured more than \$6m in new discretionary grants from federal, state, and foundation sources.
- Facilitated the development of a strategic planning framework for Academic Affairs. Collaborated with the Provost and Deans to define strategic objectives and performance measures, which were delivered as part of the institution's strategic plan.

Athens State University, Athens, AL | 2013-2014

Assistant Professor of Management, College of Business

Taught both online and classroom-based undergraduate courses in leadership, project management, information systems, and organizational change. Advised undergraduate business students within the College of Business.

Science & Engineering Services LLC, Huntsville, AL | 2011-2014

Program Manager II, Unmanned Aircraft Systems

Senior program manager for a portfolio of prototype development, logistics, and training contracts for the U.S. Army Project Management Unmanned Aircraft Systems (PM UAS) Office. Directed geographically dispersed teams providing logistics and training support to U.S. Army units. Developed statements of work, evaluated proposals, and negotiated/managed subcontracts across multiple delivery orders. Provided management and technical content for proposal efforts. Managed financials for the company's small and tactical UAS programs to ensure all delivery orders met organizational profit targets. Held U.S. Government Secret clearance.

Booz Allen Hamilton Inc., Huntsville, AL | 2004-2011

Associate, Strategy & Organization

Consulting task order lead and subject matter expert in strategic planning, change management, knowledge management, and process reengineering for U.S. Army and NASA clients. Provided management and technical content for proposal efforts. Held U.S. Government Secret clearance. Client engagements included:

- Managed a knowledge management program for the U.S. Army Materiel Command's Chief of Staff.
- Provided subject matter expertise towards the development of IT architecture and process models for the U.S. Army Aviation Field Maintenance Directorate.
- Developed an IT lifecycle management plan for the U.S. Army Aviation & Missile Research, Development & Engineering Center.
- Developed external stakeholder interview protocols, staff competency models, and a strategic planning framework as part of an organizational review of the U.S. Army Space and Missile Defense Command.
- Managed content development and requirements analysis efforts for the creation of a knowledge management system for the NASA Ares Project Office.
- Conducted an assessment and made recommendations to the NASA Marshall Space Flight Center's Office of the CIO (MSFC OCIO) for transformation initiatives to better position the organization to support the Constellation Program.
- Developed a 5-year integrated IT plan for the NASA MSFC OCIO.
- Managed analysis efforts of the current state architecture and made recommendations as part of an NASA-wide Enterprise Resource Planning implementation.

AFLAC Inc., Columbus, GA | 2003-2004

Project Leader, Administrative Technology Services

Senior business analyst and project leader directing junior analysts on an enterprise-wide reengineering initiative of core client management business processes. Managed efforts to identify opportunities for business process reengineering initiatives and new technology infusion. Contributed to the design of the future-state business architecture and development of a 5-year implementation roadmap including a change management and communications plan.

TEACHING EXPERIENCE

- Organization Ethics- University of Arkansas- Fort Smith (2017-2018)
- Decision Support Systems- University of Arkansas- Fort Smith (2015-2016)
- Project Management- Athens State University (2014)
- Management of Change- Athens State University (2012-2014)
- Principles of Management and Leadership- Athens State University (2011-2014)
- Management Information Systems- Athens State University (2011-2012)
- Introduction to Information Systems and Data Analysis, Troy University (2011-2013)
- Computer Concepts and Applications- Troy University (2007-2011)
- Advanced Microcomputer Applications- Calhoun Community College (2009-2010)
- Microcomputer Applications- Calhoun Community College (2007-2010)

PROFESSIONAL DEVELOPMENT

- New Presidents Academy, American Association of State Colleges and Universities (2019)
- Executive Leadership Academy, American Academic Leadership Institute (2018-2019)
- Institute for Educational Management, Graduate School of Education, Harvard University (2017)
- Leadership Arkansas, Arkansas State Chamber of Commerce (2016-2017)

PROFESSIONAL & COMMUNITY ENGAGEMENT

- University of Maine at Farmington
 - Greater Franklin County Development Council
 - Franklin County Chamber of Commerce
 - Council of Public Liberal Arts Colleges
 - North Atlantic Conference (DIII Athletics)
- University of Arkansas- Fort Smith
 - Fort Smith Regional Chamber of Commerce
 - Fort Smith Regional Council
 - Fort Smith Regional Workforce Development Advisory Board
 - Restore Hope Arkansas
 - Friends of Recreational Trails
 - Lone Star Conference (DII Athletics)