

CHARLES WILLIAMS

8671 Barbara Ann Way, 102
Delmar, Maryland 21875

Office Phone: (410) 651-6508
Cell: (336) 209-2557
E-mail: cwil0414@hotmail.com

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Ayers & Associates, Inc.
2001 Jefferson Davis Highway, Suite 503
Crystal Plaza One
Arlington, VA 22202

To whom it may concern:

I am pleased to submit this correspondence to acknowledge my interest in the position of President at the Langston University. I have enclosed a copy of my vitae to serve as a chronological synopsis of my professional and academic career. I feel that I have the preferred qualifications and characteristics to lead the Langston University and make a difference in the lives of all involved persons associated with the University.

I believe this position offers an outstanding opportunity to shape the future of the University. I also believe I have the personal and professional qualifications to have a positive impact. My colleagues consider me a strong, creative and persuasive leader with the ability to engage a diverse group of organizations and individuals unified by a shared mission. I also possess the following qualifications:

- Outstanding leadership and visionary skills
- Excellent written and oral communication skills
- An organized and efficient personal style
- Experience in collaborative management, team building, personnel management, budget development and fundraising
- Ability to develop creative approaches to solving problems
- An entrepreneurial, visionary spirit and a resource developer
- A deep understanding of the issues and trends in higher education
- Ability to forge alliances with government, city officials and agencies that foster community engagement
- Ability to think critically as an astute politician and strategic thinker
- Ability to execute projects with flexibility and innovation
- Responsive to stakeholders and customers
- High energy as an advocate for the University with a charismatic style
- An earned doctorate from an accredited institution with proven academic excellence
- A proven record in diversity as an affirmative officer and a diversity plan developer
- Ability to promote academic excellence in all facets of the institution from admissions to graduation

Currently, I serve as the Vice President for Academic Affairs (VPAA) at the University of Maryland Eastern Shore and report directly to the President. The Academic Deans of the School of Arts and Professions, Agricultural and Natural Sciences, Pharmacy and Health Professions, Business and Technology, Graduate Studies and Library Services report to the me, as well as an Associate and Assistant Vice President. As the chief academic officer, I am responsible for the administration of all academic programs, faculty development and review, and academic budgetary planning, i.e., develop and maintain quality teaching, research, and service programs at the undergraduate, graduate and professional levels; develop and foster joint academic programs; monitor application of appropriate accrediting organizations; administer functions related to faculty and student affairs, student academic support services, and interdisciplinary programs to ensure that academic goals are achieved; provide leadership with financial planning and budget development for academic programs; campus wide international education initiatives; and coordinate operational strategic development plans for the Division of Academic Affairs.

The academic schools encompass 18 academic departments and over 300 full-time and part-time faculty serving 4,500 plus students. Degrees offered via these departments include 33 bachelors (B.S./B.A.), 11 master's (M.S./M.A.) and 7 doctorates (Ed.D., Ph.D., Pharm.D. and DPT). In addition, I supervise the Director of Instructional Technology, the Director of the Honors Program, the Director of Discover UMES, and the Chairs of the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) and the Biosafety Committee.

I have also served as the Vice Chancellor for Academic Affairs at Southern University in New Orleans, a senior state university of higher education, founded as a branch unit of Southern University and Agricultural and Mechanical College.

The mission of Southern University at New Orleans is to create and maintain an environment conducive to learning and growth, to promote the upward mobility of all people by preparing them to enter into new as well as traditional careers, and to equip them to function optimally in the mainstream of American society. A range of undergraduate degree programs in liberal arts, sciences, business, education and the technologies, and graduate degree programs in Social Work, Computer Information Systems, Criminal Justice, and Education are offered.

As a graduate of North Carolina A&T State University, I was inspired to achieve and to appreciate the value and the power of a comprehensive education. These same principles were also instilled earlier by my grade school teachers who served as mentors and taught the importance of hard work and perseverance. This interaction helped me to realize that education is the great equalizer. I have built my career on providing and facilitating quality education at a junior college, two baccalaureate degree granting institutions, and a comprehensive land-grant institution that offers degrees at the baccalaureate, masters and doctoral levels. It is only through maintaining a high standard of educational, intellectual and moral preparedness, I believe, that we can build on the foundations of higher education systems to contribute to the growth and development of our communities, our nation and our world.

Throughout my twenty-five plus years in educational administration and management, I have understood that a dynamic institution is made of many parts and serves a multitude of constituents. These constituents range from members of university

board of visitors, board of trustees, industry cluster members, personnel from governing board, corporate leaders, state and city public officials, faculty, deans, department chairpersons, families and students. Consequently, a leader in today's higher education arena must have excellent interpersonal and communication skills, be candid and credible, possess integrity beyond reproach and maintain a respect for healthy divergent thinking. The career that I offer demonstrates that I have always lived by these qualities.

In an effort to pinpoint some of my qualifications for the position, I have delineated some of them below:

- I have earned the rank of professor and have been tenured at four universities. Therefore, four faculties have reviewed my academic credentials and awarded me tenure. I also have an earned doctorate degree from Iowa State University, a land-grant institution.
- I have more than 25 years of teaching and progressive administrative experience at all levels of higher education, including a junior college and four four-year institutions. Within these years, I have developed an extensive knowledge of budgetary development and management. All of the positions held included personnel management and supervision. As a chief academic officer, I am responsible for all personnel in the division. This includes hiring, promotion and tenure and the annual evaluation processes.
- I have the leadership ability to develop and implement a mission, a vision and to establish strategic goals for an institution of higher learning. I have served on a Long Range Planning Committee, an Academic Planning Committee, and a Strategic Planning Committee. The first committee was geared to change the mission of North Carolina A&T State University and to follow the regulations set forth by The University of North Carolina System. I also worked closely on revising the vision and establishing strategic goals with timelines, and served as the co-chair of the University of Maryland Eastern Shore's 2011-2016 Strategic Plan. I feel these experiences have prepared me with the tools necessary to understand and articulate the mission, vision and strategic goals of an institution.
- I am very aware that a leader must have excellence communication skills and must keep all the various constituencies informed relative to the major developments at the University. I have had the opportunity to articulate the vision of academic affairs on many occasions and have represented the Chancellor/President at a number of meetings. During these meetings, I presented the point of view for the Chief Executive Officer and the total University. In addition, I have participated in radio and television programs to speak and deal with issues associated with several institutions. When Hurricane Katrina occurred in New Orleans, I was the University representative on several occasions in all media outlets.
- Personnel and stakeholders must be informed in a very professional manner about the actions and developments at the University. I have had excellent working relationships with administrative personnel from the University of North Carolina System and served on a number of selected committees to draft

policies. I also worked closely with system personnel to develop and implement policies for faculty and students at Southern University at New Orleans and the University of Maryland at Eastern Shore. I also served on the STEM Taskforce, Adjunct Faculty Taskforce and I am currently serving on the taskforce to determine if adjunct faculty has an impact on retention and graduation rates, which is a Maryland Higher Education Commission study.

- I am very community oriented and have the ability to maintain effective communication with stakeholders in the surrounding areas. I have served on several community boards and provided my services during several community programs to raise funds. Currently, I am in the process of interacting with the Chamber of Commerce and the United Way and plan to become a member in Salisbury, Maryland.
- I have demonstrated success in budgeting and managing fiscal resources. As a chief academic officer, I am responsible for the total budget, which is about 70% of the allocation. I have also managed federal funds that have exceeded 30 million dollars. I was able to manage these funds in a way whereby institutional change took place. This was done by enhancing technology, developing and deleting academic programs, building faculty via study leave and professional development, establishing computer and scientific labs, upgrading classroom and lab spaces and implementing programs to assist with retention and graduation rates.
- I have had a great deal of success with procuring funds. During my tenure at North Carolina A&T State University, I was responsible for the Title III programs and each year the dollar value of the grants increased. I started a project to set aside one million dollars a year to build a new School of Education Building. These funds were matched with state funds to realize the full amount to build the building and it has been completed. At Southern University, I worked with faculty to develop grants via the Board of Regents to develop instructional capacity. I also was the Federal Emergency Management Agency's contact person to establish a module campus for Southern University at New Orleans after hurricane Katrina.
- I have also served as an enrollment manager and an associate consultant for Noel-Levitz. In these efforts, I have worked to market the University via recruitment materials relative to degree programs. In addition, I also worked with the Office of Public Relations and media specialists to develop market materials. I have also managed the publishing of undergraduate and graduate bulletins. All of these efforts were used to market the University.
- I have served as Vice Chancellor for Academic Affairs at a commuter university and supervised persons responsible for the recruitment of students, and retention and graduation rates. I have co-chaired a task force to determine time to degree and developed a plan to address all the concerns that hindered students from graduating in four or five years.
- I have worked with the Faculty Senate at Winston-Salem State University, North Carolina A&T State University, Southern University at New Orleans and the

University of Maryland at Eastern Shore. By virtue of these interactions, shared governance was exhibited and the relationships brought progress.

- I have also worked to develop several degree programs that were interdisciplinary in nature. The University of North Carolina System had an academic degree proposal development initiative; and I spearheaded the effort to develop the programs that were interdisciplinary. We developed three new programs and I also served on the committee to develop a Ph.D. in leadership with an interdisciplinary focus. At the University of Maryland Eastern Shore, I have played a significant role in finally securing the approval to implement a pharmacy degree program and have hired a number of administrative personnel to realize the program. In addition, since being at UMES, five degrees have been developed and implemented (B.S. in Rehabilitation Psychology, Pharm.D in Pharmacy, Ed.D. in Educational Leadership, P.S.M. in Quantitative Fisheries and Resources Economics, and a B.S. in Urban Forestry).

As a leader, I am very confident in my ability to lead people and to communicate the issues of the Langston University. During my career in higher education, I have had to manage, coach, mentor and support all types of persons employed. I believe that each person should know that his/her job is important to the University and that it is a responsibility that should be honored.

I firmly believe that a 21st Century educational leader must be one who can enhance and advance a vision in order to move students toward developing enriched perspectives, ideologies, and methodologies from which they can compete in an increasingly complex world.

Sincerely,

Charles Williams, Ph.D.

CURRICULUM VITAE

CHARLES WILLIAMS, Ph.D.

Business

University of Maryland Eastern Shore
2104 J. T. Williams Hall
11868 Academic Oval
Princess Anne, Maryland 21853
Office (410) 651-6508

Home

8671 Barbara Ann Way, 102
Delmar, Maryland 21875
(336) 209-2557

PROFESSIONAL EXPERIENCE

University of Maryland Eastern Shore

Vice President for Academic Affairs – (2007 to Present)

Primary Responsibilities: The Vice President for Academic Affairs (VPAA) reports directly to the President. As the chief academic officer, the VPAA is responsible for the administration of all academic programs, faculty development and review, and academic budgetary planning, i.e., develop and maintain quality teaching, research, and service programs at the undergraduate, graduate and professional levels; develop and foster joint academic programs with Salisbury University and the Universities at Shady Grove; monitor applications of appropriate accrediting organizations for 23 programs; administer functions related to faculty and student affairs, student academic support services, and interdisciplinary programs to ensure that academic goals are achieved; provide leadership with financial planning and budget development for academic programs and the University; campus wide international education initiatives; coordinate operational strategic development plans for the Division of Academic Affairs; and assist with the development of the president's annual goals and serve as a leader for the Strategic Plan.

The Deans of the School of Arts and Professions, Agricultural and Natural Sciences, Health Professions, Business and Technology, Graduate Studies and Library Services report to the VPAA, as well as two Associate Vice Presidents. These Schools encompass 18 academic departments and over 300 full-time and part-time faculty serving 4,500 plus students. In addition, the Honors Program Director, the International Programs Director, the Instructional Technology Director, the Center for Access and Academic Success Director, and the Chairs of the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) report to the VPAA.

MEMBERSHIPS

I hold membership on the following committees/task forces:

- President's Cabinet
- Executive Council
- Board of Visitors
- Deans' Council (Chair)
- President's Athletic Advisory Committee
- Strategic Planning Steering Committee (Co-Chair)
- Mission, Vision, and Core Values Taskforce (Co-Chair)

- Institutional Effectiveness and Efficiency Taskforce
- Taskforce to Study the Impact of Adjunct Faculty on Retention and Graduation Rates
- Budget Taskforce
- Academic Renewal Taskforce (Chair)
- Closing the Achievement Gap (Chair)
- Committee for the Preparation for the Periodic Review Report – Middle States Commission on Higher Education (Co-Chair)
- Executive Summary Taskforce
- Narrative of Major Challenges and/or Opportunities Taskforce (Co-Chair)
- Mission, Educational Offerings Committee (Point Person)
- Transfer Credit Taskforce
- Personnel Management Workgroup (Point Person)
- Institutional Research & Planning
- Policies & Procedures
- Retention & Attrition
- Linked Institutional Planning and Budgeting Processes
- Distance Education Taskforce (Chair)
- Transfer Credit Taskforce (Chair)
- Academic Affairs Advisory Council – USM
- Inter-segmental Chief Academic Officers – USM

ACCOMPLISHMENTS

New Degree Programs

Pharm.D	-	Doctor of Pharmacy
Ed.D	-	Educational Leadership
PSM	-	Professional Science Master's in Quantitative Fisheries and Resource Economics
B.S.	-	Urban Forestry
B.S.	-	Rehabilitation Psychology
B.S.	-	Emergency Management (In Progress)
B.S.	-	Unmanned Aerial Systems (In Progress)

Accreditations and Reaffirmations

American Review Commission on Education for Physician Assistant
 Commission on the Accreditation of Physical Therapy Education
 National Council for the Accreditation of Teacher Education (16 programs)
 National Council on Rehabilitation Education
 American Chemical Society
 American Council for Construction Education
 The Professional Golfers' Association of America
 Accreditation Council for Pharmacy Education
 Association to Advance Collegiate Schools of Business – International

Plans and Reports

University Retention Plan
 Closing the Achievement Gap Plan
 University Diversity Plan

Academic Productivity Report
Student Success and Achievement Report
Peer Performance Measures Report
Mid-Year Report (Middle State Commission on Higher Education - MSCHE)

Memberships

Task Force on STEM-Education
Task Force on Adjunct Faculty
Task Force on Admission Requirements
Mid-Year Review/MSCHE
2011-2016 UMES Strategic Plan Committee (Co-chair)

Grant and Fundraising

As Vice President for the division of academic affairs, I implemented a strategy to increase grant productivity. The level increased from \$19,639,242 to \$25,536,060 in three years.

As a member of the President's Cabinet, I participated in the fundraising activities of the University raising over \$14,000,000. My participation was to represent the president and give informational remarks associated with gifts and the expected outcomes.

Served as 1890 Research Director and managed over 4.7 million dollars.

Southern University at New Orleans

Vice Chancellor (Vice President) for Academic Affairs (2004- 2007)

Primary Responsibilities: The Vice Chancellor for Academic Affairs (VCAA) reported directly to the Chancellor and provided leadership and had executive responsibility for all academic components of the University. The VCAA served on the Chancellor's Administrative Council that included the Vice Chancellors for Student Affairs and Administration and Finance. The VCAA also provided leadership for the University's academic goals and ensured the necessary academic support to fulfill and advance the University's academic mission, vision, and strategic goals.

The VCAA provided leadership relative to all aspects of administration (personnel, budget and policy), the academic colleges (Business, Education, Science, Extended and Professional Studies, and Arts and Social Science), the academic schools (Social Work and Graduate Studies), the Enrollment Management Program, the Junior Division, the University Library, and the General Studies Program. The VCAA also maintained the quality of all academic programs via the accreditation and the program review processes, and implemented the promotion and tenure process for faculty.

North Carolina Agricultural and Technical State University

Associate Vice Chancellor/Associate Provost for Academic Affairs/Undergraduate Programs and Director of Title III Programs (1996 – 2004)

Primary Responsibilities: Reported directly to the Chancellor (President) for the administration of all Title III programs Historically Black Colleges and Universities (HBCU) and Historically Black Graduate Institutions (HBGI) of the United State Department of Education. These

programs provide financial assistance to establish or strengthen the physical plants, financial management, academic resources, and endowments of HBCUs. Funds were used for: (1) the purchase, rental or lease of scientific or laboratory equipment for educational purposes— instruction and research; (2) the construction, maintenance, and renovation of instructional facilities; (3) faculty development and exchanges; (4) academic instruction in disciplines where African-Americans are under-represented; (5) the purchase of educational material; (6) student services; (7) financial and administrative management and the acquisition of equipment for use in strengthening management; and (8) joint use of facilities. Support was also provided for graduate education opportunities for African-Americans in engineering and the physical sciences.

Reported to the Provost/Vice Chancellor for Academic Affairs and served as the chief associate. Provided leadership to the overall management of the entire Division of Academic Affairs, inclusive of five associate vice chancellors, and eight academic schools/colleges; provided administrative oversight and accountability for: the directors/coordinators of the International Studies Program, The Center for Student Success, the University's Honors Program, the Aerospace and Military Science Programs, the Waste Management Institute, the Writing Center, and the General Education Program. Directly responsible for the Title III Program, the Student Evaluation Process, the Review of Low Productivity Programs, Faculty Development (state and federal), the Board of Governors Doctoral Study Grant Program, the Academic Program Inventory for CIP codes, Commencement, Budget Development, New and Transfer Student Orientation and Registration, the Community College Articulation Agreements, the University's Undergraduate Catalogue, and Affirmative Action. Served on the Council of Deans and the Academic Affairs Administrative Council; provided leadership relative to post-tenure review, budget development, faculty salary administration, academic calendar, enrollment management, faculty handbook, academic advising and registration, retention and readmission of students, grade appeals, and academic scholarship management. Chaired and served on several University committees.

The Center for Student Success (1998 – 99) 14-Month Assignment

Primary Responsibilities: Provided overall leadership and management of the Center for Student Success. This included program development, personnel supervision, fiscal management, review and maintenance of quality standards, and retention efforts. This unit served 1,231 students who had not selected a major course of study.

Associate Vice Chancellor for Academic Affairs (1989 – 1996)

Primary Responsibilities: Reported directly to the Provost/Vice Chancellor for Academic Affairs and represented this officer when needed. Provided leadership relative to the management of the Division of Academic Affairs, inclusive of eight schools/colleges (each headed by a dean), an Assistant Vice Chancellor for Continuing Education/Summer School, a Director of Library Services, a Director of Freshman Advisement, and two ROTC programs. Assisted with the overall effectiveness of the structure within which faculty and staff operate, the adequacy of educational programs, the formulation and management of budgets pertaining to academic programs in the amount of \$40M, the promotion and tenure process, the supervision of SPA and EPA personnel, development of policies governing course offerings, and graduation requirements. Served as Enrollment Manager and provided leadership to the Enrollment Management Task Force. Managed the University's Title III grant and supervised 17 project

directors. Coordinated the Faculty Development Program. Served as Affirmative Action Officer for EPA-Faculty and EPA-Non Faculty and was a graduate faculty member (full professor) in the School of Education. Managed the Offices of Admissions (16 persons), Registration and Records (17 persons), 17 project directors in Title III; two ROTC Detachments (Army and Air Force) and the Enhanced Skills Program. Committee assignments included the Council of Deans, Academic Affairs Administrative Council, Admissions and Retention, Affirmative Action, Academic Scholarship, Commencement, Student Information System (SIS) Task Force, Long Range Planning, Registration, In-State Residence Appeals, University Day, Recruitment/Reception, William Penn Advisory and Honors Convocation.

Dean School of Graduate Studies (1996 – 1997) 18-Month Assignment

Primary Responsibilities: Reported to the Vice Chancellor for Academic Affairs and was charged with the total leadership and administration of the School of Graduate Studies. This unit offered 42 masters and two doctorate degrees. This assignment included admissions and recruitment, scholarships, tuition remission, graduate assistantships, program development and consultation, proposal development, policy development and implementation, thesis and dissertation approval, budget and personnel management, graduate and teacher education certification, qualifying and comprehensive examinations, and documentation preparation. The dean supervised a staff of three clerical persons and five graduate assistants. The dean also chaired the Graduate Council and served as a member of the University of North Carolina Graduate Council.

Winston-Salem State University

Senior Research Associate (1988 – 1989) Associate Professor of Education (Tenured)

Primary Responsibilities: Assisted the Vice Chancellor for Academic Affairs with special projects. Provided leadership and administered programs/activities and budgets supporting initiatives associated with strengthening the areas of computer literacy, assessment and testing, grant development, curriculum revisions, project implementation, and accreditations.

Assistant Vice Chancellor for Academic Affairs/Support Services (1986 – 1988)

Primary Responsibilities: Represented the Vice Chancellor for Academic Affairs. Provided leadership for the day-to-day operations of the Office of Academic Affairs. Supervised the Directors of Admissions, Institutional Research, Library Services, and Academic Computing. Managed concerns of students, faculty, administrators, and other constituencies regarding academic policies, faculty regulations, and a variety of other issues. Served as the academic affairs representative for the Student Information System (SIS). Allocated and monitored the regular term instructional and the support service budgets as well as assisted with the development of the faculty salary budget (BD-119). Coordinated the part-time hiring process, Title III Faculty Doctoral Study Grant and Computer Literacy Programs, Recruitment Program, Board of Governor's Doctoral Study Grant, Wachovia Excellence in Teaching Award, academic calendar, schedule of classes and the remedial education report. Prepared monthly, quarterly and annual reports, and served as recorder for the academic affairs committee of the Board of Trustees.

Coordinator of Testing/Academic Advisement
(Assistant Director Division of General Education (1978 – 1986))

Primary Responsibilities: Coordinated the day-to-day operation of the Office of Testing and Academic Advisement. Served as the division director as needed. Administered activities and managed the budgets supporting the Living-Learning Program. Coordinated and prepared reports relative to remedial and enrichment activities. Supervised the counseling component of the Supplemental Education Program. Conducted exit interviews for General Education students. Taught classes in the Division of Education.

Iowa State University

Administrator/Teacher/Research Assistant (1976 – 1978)

Primary Responsibilities: Administered a University wide tutorial program, team taught graduate courses, and supervised the counseling laboratory.

Winston-Salem State University

University Counselor (1974 – 1976)

Primary Responsibilities: Administered a program designed for academically unprepared students. Developed and monitored the budget of the University Counseling Center. Counseled students with educational, vocational, and personal-social concerns. Coordinated freshman orientation, maintained counseling records, administrated a peer counseling program, and conducted workshops.

Kittrell Junior College

Director of Counseling Services (1972 – 1974)

Primary Responsibilities: Administered programs and the budget that supported the day-to-day operations of the College Counseling Center. Developed and implemented activities in accordance with the policies of the Division of Student Affairs. Supervised professional and clerical staff, administered standardized instruments, provided and evaluated retention measures, coordinated orientation and advisement programs, and designed an outreach-counseling component.

EDUCATION

Ph.D. 1978	The Iowa State University Major: Counselor Education Minor: Higher Education Administration
M.S. 1972	North Carolina A&T State University Major: Guidance and Counseling
B.S. 1971	North Carolina A&T State University Major: History Education

ADMINISTRATIVE DEVELOPMENT

Participant, "American Council on Education-Leadership Forum, Washington, DC.

Participant, "Executive Leadership and Management Institute", Western Association of College and University Business Officers, Stanford University, Stanford, CA.

Participant, "Management Development Program," Graduate School of Education, Harvard University, Cambridge, MA.

Participant, "The College Management Program," School of Urban and Public Affairs, Carnegie Mellon University, Pittsburgh, PA.

Participated in activities associated with Total Quality Management, Continuous Quality Improvement, Enrollment Management, Strategic Planning, Long-Range Planning and Institutional Effectiveness.

COMMUNITY SERVICE

Trustee, Foundation Health System Corporation of Carolina Medicorp, Inc.

Host, Student Leadership Involvement Day in Education

Judge, Women in American History Essay Writing Contest

Fund Drive Representative, United Way

Member, United Arts Council

Member, Goler Metropolitan AME Zion Church

Member, Omega Psi Phi Fraternity (Membership and Scholarship Committees)

Member, Boy Scouts of America, Old Hickory Council

Member, Gamma Theta Boule of Sigma Pi Phi

AWARDS

Fellowship, Lilly Foundation, 1973-1974.

Fellowship, Graduate School, North Carolina A&T State University, 1971-72.

Administrator/Teacher-Research Assistantship Iowa State University, Counseling Center, 1977-78.

Scholarship, The Graduate College, Iowa State University, 1977-1978.

Administrative Grant, Winston-Salem State University, 1988-89.

GRANTS FUNDED/FUND RAISING (with others)

\$3,000,000 Henson Entrepreneurs and Scholars Program, Richard A. Henson Foundation, 2009

\$271,000 "Student Success Corps" Labor-HHS-Education Appropriations Bill for Fiscal Year 2010, Department of Education, FIPSE, 2010

\$855,000 "Six-Week Presidential Program" Labor-HHS-Education Appropriations Bill for Fiscal Year 2010, Department of Education, FIPSE, 2010

\$271,500 "On-Line Computer Science Program – MS" Labor-HHS-Education Appropriations Bill for Fiscal Year 2010, Department of Education, FIPSE, 2010

\$317,560 Strengthening Teaching/Learning Process Through Faculty Development, Course Redesign and On-line Instruction, Title III, (2009-2011)

\$314,801 Restructuring of Science, Technology, Engineering and Mathematics (STEM) Gatekeeper Course, Title II, (2009-2010)

\$502,371 ACTION Grant, National Science Foundation, (2007-2009)

\$267,000 Academic Program Accreditation and Review, Title III, (2005-2007)

\$195,000 Focus Growth Institution Grant, University of North Carolina, (2001 – 2002)

\$428,205 Thurgood Marshall Scholarship Foundation, (2000-02)

\$30,000,000 Title III HBCU, USDOE, (1989- 2003)

\$5,700,000 Title III HBGI, USDOE, (1994-1999) and (2002-2003)

\$44,500 NASA SHARP PLUS Program, The QEM Network, 2905-94-0166, 6194-8194. (With others)

\$360,000 A&T Math, Science and Engineering Interns, William Penn Foundation, 6199093. (With others)

\$70,410 Projection Administration, U.S. Department of Education, Title III, G#6008745672, (1989-90)

\$227,400 Computerized Teaching and Evaluating Laboratory. The Fund for the Improvement of Postsecondary Education (FIPSE), G# 0904, (1989-92)

\$191,920 Test Development and Learning Skills Program. The Fund for the Improvement of Postsecondary Education (FIPSE), G# 0903, (1989-92)

\$50,000 Strengthening Academic Advisement, Testing, and Other Support Services. U.S. Department of Education, Title III, #6008745670, 1988-89. (With A. Johnson)

\$118,383 Enhancing Institutional Effectiveness/Assessment Center. The Fund for the Improvement of Postsecondary Education (FIPSE), reference #1032, (1988-89)

\$22,500 Improved Institutional Management. Title III, G# 008202919, 1986-87. (With A.

Johnson and W. Bailey)

- \$2,500 Scoring Teacher Devised Tests with the Optical Scanner. Winston-Salem State University Faculty Development Grant, (1984-85)
- \$18,655 Living-Learning Program. U.S. Department of Education, Title III, G#02600770422, (1979-80)
- \$42,865 Test-Taking and Learning skills Programs. U.S. Department of Education, Title III, G# 02-600770477, (1979-80)

PUBLICATIONS

Williams, C. and others, The Redesign of a Freshman Chemistry Course at the University of Maryland Eastern Shore. Assessment of Chemistry, Assessment in the Disciplines Volume 5. 2010, 6, 97-112.

Williams, C., The Relationship of the Cognitive and Physiological Dimensions of Prejudice. College Student Journal. 1992, 26, 50-54.

Williams, C., Planning for the Acquisition of Information Resources for Records and Registration. College Student Journal, 1990, 24, 228-231.

Johnson, A., and Williams, C., Facilitating Growth and Leadership Development at Small Colleges Through the Interactive Approach to Strategic Planning. Innovative Higher Education. 15(1) Fall/Winter 1990.

Williams, C., and Johnson, A., A Comparative Study of Computer Anxiety Between Education and Computer Science Students. Education. 1990, 4, 481 -485.

Williams, C., and Johnson, A., The Physiological Assessment of Prejudice: Blacks and Whites. Journal of Human Behavior and Learning. 1989, 6, 14- 18.

Coaxum, C., and Johnson, A., Warren, C., and Williams, C., Planning for the Acquisition of Information Resources at the Small College Level. Educational Technology. 1989, 7, 30-33.

Williams, C., The Relationship of Ethnic Group Membership on Levels of Responding Skills to Black and White Clients. College Student journal. 1988, 22, 401 -403.

Johnson, A., Williams, C., and Vickers, L., School Psychologists' Use of Techniques for Non-biased Assessment. College Student Journal. 1987, 21, 334-339.

Williams, C., Pellegrino, D., and Stickle, F., The Relationship of Prejudicial Attitudes on Levels of Responding Skills to Black and White Clients. Psychology: A Quarterly Journal of Human Behavior. 1985, 22 (1), 1-5.

Williams, C., The Role of General Education. Education, 1981, 102, 36-40.

Williams, C., Communications for Elementary Counselors. Iowa Guidance Journal. 1977, 12, 72-78.

Williams, C., The Effects of Self-Defeating Behaviors on Student Achievement. Iowa Guidance Journal. 1977, 11, 14- 18.

Williams, C., Physiological and Self-Report Prejudice: Effects on Black and White Helpers' Communication and Discrimination Skills. Published Dissertation, Iowa State University Press, Ames, Iowa, 1978.

PROFESSIONAL MEMBERSHIPS

National Association of Academic Affairs Administrators
American Conference of Academic Deans
American Counseling Association
Association of Institutional Research
American Association of Collegiate Registrars and Admissions Officers
National Association of Collegiate Deans, Registrars and Admissions Officers
National Association of Title III Administrators (Board Member)
Society for College and University Planning
American Association of Higher Education (Black Caucus Advisory Board)
American Council on Education

INSTITUTIONAL MONOGRAPHS

Williams, C., and others. The Cultural Diversity Plan, University of Maryland Eastern Shore, 2009.

Williams, C., and others. The Academic Productivity Report, University of Maryland Eastern Shore, 2008.

Williams, C., and others. Closing the Achievement Gap, University of Maryland Eastern Shore, 2008.

Williams, C., and others. Response to House Bill 1340 Section 92- North Carolina A&T State University, 1994.

Williams, C., and others. Institutional Effectiveness Plan. North Carolina A&T State University, 1990.

Williams, C., Application Transfer Study (Information Resources) Documented Slide Presentation, Winston-Salem State University, 1988.

Williams, C., Slide Presentation/Scoring Teacher Devised Tests with an Optical Scanner, Winston Salem State University, 1986.

Williams, C., Division of General Education Brochure, Winston-Salem State University, 1985.

Williams, C., Career Planning Model for a Small College. Iowa State University, 1977.

Williams, C., Peer Counseling Manual. Winston-Salem State University, 1975.

Williams, C., Student Affairs Orientation Bulletin. Winston-Salem State University, 1975.

Williams C., Freshman Orientation Handbook. Counseling Center, Winston-Salem State University, 1975.

ERIC DOCUMENT AND CONFERENCE PROCEEDINGS

Williams, C., and Johnson, A., A Comparative Study of Computer Anxiety Between Education and Computer Science Students. Sum. 90. (ERIC Ed., Vol. 27, No. 2).

Williams, C., Challenging the Past to Build the Future. Greensboro, NC. Sum. 93. (SRDC, Publication No. 178).

SELECTED PRESENTATIONS

15th National HBCU Faculty Development Symposium - Closing the Loop: Research, Assessment & Curriculum Design "First-Year Mathematics: Taking the Blast Out of Developmental Mathematics", Kellogg Conference Hotel At Gallaudet University, Washing, DC, October 23-25, 2008.

15th National HBCU Faculty Development Symposium - Closing the Loop: Research, Assessment & Curriculum Design "Summer Bridge and Beyond: Learning Community for First-Year Students", Kellogg Conference Hotel At Gallaudet University, Washington, DC, October 23-25, 2008.

Noel-Levitz Summer Conference "Summer Bridge Program and Beyond: Extending the Model for Student Engagement and Retention for First-Year Students", San Antonio, TX, July 21, 2008.

Noel-Levitz National Conference on Student Recruitment, Marketing and Retention ""Retention: Developing a Synergetic Connection Between Academic Affairs and Student Affairs", Hyatt Regency, Chicago, IL, July 15-17, 2008.

27th Annual Conference on The First-Year Experience "Summer Bridge Program and Beyond: First Year Experience Intensified", Hyatt Regency, San Francisco, CA, February 15-19, 2008.

Seventh AAHE Conference on Faculty Roles and Rewards "Pairing Phased Retirement and Post-Tenure Review: A System's Approach to Effective Management of Career Options", San Diego Hotel and Marina, January 21 -24, 1999.

Sixth AAHE Conference on Faculty Roles and Rewards Seminar "Faculty Work in Learning Organization", Orlando, FL, January 29-February 1, 1998

Southern Association of Collegiate Registrars and Admissions Officers, Ethical and Legal Issues in the Admissions Profession, Atlanta, GA, February 8- 12, 1997.

College Board's Eighth Annual HBCU's Conference, Facilitator and Speaker for Academic Affairs Officers' Conference, September 26-29, 1996

University of North Carolina - General Administration's Conference on Reducing Time-To-Degree, Presented on Retention, Graduation, and Persistence Rates of First-Time Full-Time Freshmen, March 21, 1994.

College Board's Fourth Annual HBCU's Conference, Panelist on the Reauthorization of Financial Aid, Atlanta, GA September 17-18, 1992.

A Comparative Study of Computer Anxiety Between Education and Computer Science Students, 20th Annual State Mathematics Conference, High Point, NC, November 8-9, 1990.

A Model for Enrollment Management, National Black Retention Conference, Baltimore, MD, November 4-7, 1990, with A. Johnson.

A Visionary Retention Model in an Enrollment Management Program, Faculty/Staff Institute, August 17, 1990.

Developing Leadership at Historically Black Colleges & Universities Through Strategic Planning, 3rd National Conference for Blacks in Higher Education, June 7-9, 1989, Baltimore, MD, with A. Johnson.

Application Transfer Study. Information resource study presented to the Administrative Council and IBM personnel regarding the computerized technological growth of Winston-Salem State University, November 2, 1988.

Scoring Teacher Devised Tests with an Optical Scanner. Paper and demonstration given at the Spring Faculty Seminar, January 6, 1986.

Implementing a General Studies (Education) Program. Paper represented at Stillman College, Tuscaloosa, AL, March 14, 1980.

The Psychological Aspects of Technology. Television program sponsored by the Division of Continuing Education at Winston-Salem State University, February 14, 1978.

Physiological Aspects of Prejudice. Demonstration given to the School of Psychology faculty, Iowa State University, Ames, IA, December 11, 1977.

Self-Defeating Behaviors on Academics. Paper presented at the Iowa State University Counseling Center, Ames, IA, June 23, 1977.

Peer Counseling in Black Institutions, Paper presented at a conference held by the North Carolina Black Psychology Association in Durham, NC, April 20, 1975.

Counseling High Risk Students. Paper presented at the Job-Alike Conference of the Higher Education Program in New Orleans, LA, April 14, 1974.

OTHER PROFESSIONAL ACTIVITIES

Served as reader for the Journal of Personality and Social Psychology.

Served as a panelist for the Counselor Training Grant Application Under the Drug Free School and Communities Program for the Department of Education.

Served as a member of the State Wide Residence Committee in North Carolina.

Served as a member of the UNC Mathematics and Science Education Network Pre-College Advisory Board.

Served as an associate consultant for the Noel Levitz Center for Enrollment Management.

Served as President of the National Association of College Deans, Registrars and Admissions Officers.

Served as an external evaluator for Title III Programs.

Served as a College Board Member Delegate for the Academic Affairs Assembly.

Served on Black Caucus, American Association of Higher Education.

Served on the Executive Board of the National Association of Title III Directors.

Served on the Executive Committee of the National Association of College Deans, Registrars and Admissions Officers.

Served on the Academic Assembly for the College Board.

REFERENCES

Dr. Harold L. Martin
Former Vice President – University of
North Carolina – Central Administration
Chancellor
North Carolina A&T State University
1601 East Market Street
Greensboro, NC 27411
Phone: (336) 334-7940
Fax: (336) 334-7082
Cell: (240) 291-6989
Email: hmartin@ncat.edu

Dr. Quiester Craig
Former Chair – AACSB
Dean, School of Business
North Carolina A&T State University
1601 East Market Street
Greensboro, NC 27411
Phone: (336) 334-7632
Fax: (336) 334-7233
Email: craigq@ncat.edu

Dr. Bernard Milano
President, KPMG Foundation
KPMG Disaster Relief Fund
The PhD Project Association
3 Chestnut Ridge Road
Montvale, NJ 07645
Phone: (201) 307-7662
134 MacIntyre Lane
Allendale, NJ 07401
Phone: (201) 307-7662
Cell: (609) 575-4743
Email: bernardmilano@gmail.com

Dr. Alex B. Johnson
President
Community College of Allegheny County
808 Ridge Avenue
Pittsburg, PA 15212
Office: (412) 237-4413
Cell: (412) 996-1239
Fax: (412) 237-4420
Email: ajohnson@ccac.edu

Dr. Edward B. Fort
Chancellor Emeritus
North Carolina A&T State University
357 Bluford Library
1601 East Market Street
Greensboro, NC 27411
Phone: (336) 285-4402
Email: fort@ncat.edu

Dr. William B. Delauder
President Emeritus
Delaware State University
6 Peach Court
Bear, DE 19701
Phone: (302) 836-9646
Cell: (302) 245-9164
Email: delanderwb@aol.com

Dr. Irwin Goldstein
Sr. Vice Chancellor for Academic Affairs
University System of Maryland
Wilson H. Elkins Building, 2A
3300 Metzgerott Road
Adelphi, MD 20783
Office: (301) 445-1992
Email: irv@usmd.edu