

John G. Morgan, Chancellor  
Tennessee Board of Regents  
1415 Murfreesboro Rd, Suite 340  
Nashville, TN 37217

Dear Chancellor Morgan:

For thirty years, the last eleven as a community and technical college president, I have devoted my life to the purpose of helping people have a chance at a better life. I have been blessed with some of the best colleagues and mentors any president could ask for. And I had the good fortune to be raised in a home where I had two parents who loved me. I am reminded daily that many of our students have not had such advantages and therefore need substantial assistance toward a better life. Wanting to be a part of a state on the cutting edge in the community college movement with its emphasis on performance funding and affordable tuition, I ask for your consideration as a candidate for the position of President of Motlow State Community College.

I first came to Tennessee in 1979 as a freshman at David Lipscomb University. Although finances did not let me stay beyond my freshman year, I fell in love with the people of Tennessee. Since then, I have spent the last 30 years in public service including presidencies at three different types of two-year colleges. I served as a Chancellor of the University of Arkansas Community College at Batesville (UACCB), where our primary mission was to prepare students for transfer with well over 60% of our students seeking an Associate of Arts degree.

As President of Pikes Peak Community College, we had a strong dual mission with exactly 50% of our students seeking an Associate of Arts degree and 50% seeking a technical certificate. We had much success at PPCC with high placement rates and our transfer students enjoying higher GPA's and graduation rates than the native students who started at the University of Colorado-Colorado Springs.

Currently, as president at Wichita Area Technical College (WATC), we have earned a national reputation for our technical programs particularly in aviation and manufacturing. WATC manages the National Center for Aviation Training for the state of Kansas which is recognized as one of the finest aviation manufacturing training facilities in the world. Recently, the National Association of Manufacturing designated WATC the lead institution in an NAC grant to develop and apply national standards and national curricula in seven aviation professions. Similarly, the US Department of Commerce recognized WATC's culture of accountability when they provided multi-year grant funds for operations of industrial training programs.

I have been blessed to have discovered my purpose in life at an early age. Helping people have a chance at a better life started with being a high school social studies teacher and basketball coach in 1985. Wanting to make education an even higher priority in my home state of Minnesota, I ran for public office in 1986 and was elected to the Minnesota House of Representatives and in 1999, elected to the Minnesota Senate. While serving in the legislature, I earned my doctorate in Higher Education Administration at the University of Minnesota's Leadership Academy. In 1989, I began my career in the community college movement as an adjunct faculty member teaching political science at Central Lakes Community College. In 2000, I entered academic administration after being selected to serve as an academic dean on all five rural campuses of Northwest Technical College in northern Minnesota.

I was raised in a town of 3,000 people and my wife comes from a town of 1,200 in western Kansas. My best experience in public life came when we lived in Batesville, Arkansas, population 12,000, leading a rural college in a state where we were desperately trying to get more people to access higher education. Our family is seeking to return to the south and to a rural community where we can raise our eighth-grader in a town committed to the values we grew up with. We want to make a commitment to the Middle Tennessee region and help others have a chance at a better life.

I would welcome the opportunity to acquaint the Search Committee in person with these experiences as well as expand on my brief comments below addressing the desired qualities.

Sincerely Yours,

Dr. Anthony G. (Tony) Kinkel

### Academic freedom, tenure, shared governance

As an educator, a legislator, a state director, and as a president, I have strongly supported academic freedom and tenure.

At WATC, we define leadership as holding ourselves accountable for helping those who work for us achieve their full potential. We are very proud that the 2014 Employee Survey shows 89% of employees are satisfied working at WATC. In 2014, for the second year in a row, the *Wichita Business Journal* named WATC as one of the six “Best Places to Work” in the city based on a survey of our employees.

I have determined in my life to be a person with convictions. I have dedicated my career to a belief that everyone, regardless of personal history or economic or social background, has the right to earn an education. That has also driven my view of shared governance. At the colleges I have been privileged to lead, we honor shared governance through the creation of a Leadership Council which is a body of colleagues elected by their peers to plan strategically, formulate policy, and recommend the budget. Membership includes adjunct faculty, full-time faculty and staff, students, and mid-level managers. Another unique feature to our leadership culture is at our weekly cabinet meeting which includes randomly selected faculty and staff to join us in discussions. During our successful 2014 re-accreditation visit, the HLC visiting committee lauded our college for exemplary evidence of shared governance. As evidence, since taking over as president, our college has not had a single lawsuit or grievance.

### Unyielding commitment to student success

As President, I’ve learned to focus on the small things which can impact student success. For example, to insure students have maximum help with the financing of their education, we download and distribute the actual forms for all state and federal tax credits to each student in addition to the traditional financial aid programs. In some cases, tax credits are worth more than Pell Grants. In addition, all official documents were revised to reflect language that was inspiring and encouraging rather than bureaucratic and appealing to students’ fear of failure. The college also ridded itself of the official letter placing students on financial aid probation in favor of a personal call from their Academic Coach offering to help solve the problem.

To increase the number of graduates at WATC, our signature improvement strategy has been to shift from a traditional “advising” model to a “coaching” model based on a premise that non-academic personal challenges in students’ lives must be addressed to increase graduation rates. Students are assigned to coaches based on their academic major or program and the coach stays with the student through their entire college career. Coaches focus on life challenges that are getting in the way of academic achievement. We focus on helping by:

- Inspiring students to dream. We have found that students who can dream about what they want to become have a higher success rate.
- Understanding failure. We teach students that failure is a teaching tool. It shows you where you need to work.
- Addressing shame. We teach students it’s not their fault. The choices of ours are not a reflection on you.
- Growth mindset. We teach students that all of us have the potential to learn.
- Changing their environment. We teach small steps to change students’ everyday environment to increase their chances of success. For example, we are fond of saying: “Show us your friends and we will show you your future.”

### Diversity, affirmative action and equal opportunity

As a legislator, I represented the Leech Lake Indian Reservation which personally deepened my commitment to social justice. I was named an honorary chief of the Leech Lake nation. I not only supported, but voted for some of the strongest affirmative action laws in the country.

As president, I have served on Boards of the Urban League and Goodwill Inc., the leading voices in the city for civil and economic justice. Recognizing multiple pathways to college, WATC has sought to increase the number of GED students going on to college by merging our adult basic education program with Goodwill. This partnership

increased efficiency, improved the conversion rates and obtained a federal A-OK grant, designed to aid students, both financially and socially, to progress on to college after obtaining a GED.

While president at Pikes Peak Community College, we recruited and appointed the first Latino academic dean in the history of Pikes Peak Community College. We helped start the first Latino Student Union on campus. In addition, recognizing that our greatest challenge was improving the retention rates of male students of color, the college created a new position called "Multi-cultural Male Retention Specialist." Between 2008 and 2009 the college saw a 20% increase in retention of male students of color.

#### Strength in human relations, communication, etc.

I have learned that organizations and communities are unique and one must take significant time to learn the culture. For me, achieving our vision at two urban colleges, at a rural college and as a state director, started with good people decisions. We practice what Jim Collins describes in his book *Good to Great*, as first the "who" and then the "what." I hope that the two years as state director in Maryland and 12 years as a Chancellor/President has helped me and our colleges get better at personnel decisions. Because we foster hope, trust, transparency, and communication by nurturing and developing talent, we have been able to fill over 60% of vacant positions with internal candidates. As President, I personally sit in on the final interviews of all full-time candidates designated as finalists by the Search Committees. We work very hard to insure that our system distinguishes between skill sets which make one competent in their current job versus skills sets actually needed to excel in the new job. We look for candidates who are curious, who are passionate for a cause, and are willing to accept mentoring and coaching. We created a New Employee Academy based on what I learned from the Air Force Academy while in Colorado Springs. At the New Employee Academy we clearly define our purpose, our definition of success, our evaluation process, and how we make decisions. The appropriate Vice President and I personally meet with every new employee at the eight-month mark of their career and ask one question: Are you getting what you need to excel in your job?

I honed my skills as communicator during my 16 years serving in the Minnesota Legislature representing a diverse district of 80,000 constituents with 16 school boards, five county boards, 10 city councils, over 100 township boards, an Indian reservation, a state university, a community college, two tribal colleges, and a technical college. I learned leadership as chair the Higher Education Committee and as Vice Chair of the Senate's Higher Education Division. During my career, I handled over 10,000 constituent problems with the state bureaucracy during my years of service. The Speaker of the House selected me to represent Minnesota on the Education Commission of the States.

We have built a solid record of fiscal management by never assuming government will increase funding, by not counting enrollment until it actually occurs, and by an inclusive and transparent budgeting process which involves the entire college. As president, our colleges have never had a budget that was not balanced. When I became President at Wichita Area Technical College, the budget I inherited was two months removed from missing payroll and had 14 days of furloughs scheduled. In two years, our team restored fiscal solvency, eliminated employee furloughs, strengthened programs, increased salaries, and achieved a cash reserve of 25% of the general fund. In Colorado, we had \$53 million budget and a full and part-time staff of over 1,000 individuals. Despite losing nearly 40% of our state funding over three years, prudent management allowed for the college to avoid layoffs and build up the reserves to over \$26 million while at the same time enjoying the fastest growth in the Colorado Community College System. As Chancellor of the University of Arkansas Community College at Batesville, we strengthened our financial position while at the same time increasing our enrollment.

#### Fundraising

Before becoming a college president, I learned the art of fundraising during my nine campaigns for political office. Every two years I had to raise enough money to run a campaign. Using that experience, UACCB, PPCC, and now WATC, have been quite successful at raising money. At UACCB, we secured the largest gift in school history to build our new library. At PPCC, we had one of the largest endowments in the state due to our affiliation with the Kane Family Foundation. At WATC, we have secured nearly one million dollars in gifts for the National Center for Aviation Training including used airplanes. We are also aggressively seeking public grants as well as philanthropic gifts. In 2013, WATC collaborated with four other states to secure the largest grant of any Kansas two-year school

in history by obtaining a Trade Adjustment Assistance Community College and Career Training Grant for \$14.9 million dollars. Based on our success with the grant, WATC was selected by the National Association of Manufacturing to be the lead institution in designing and implementing the national credential for aviation production workers. WATC also obtained a \$173,000 grant from the Mid-America Manufacturing Technology Center for training activities related to the manufacturing industry.

#### The needs of the regional workforce

Our colleges seize upon local, strategic advantages, distinctive to the region and then “double down” on them to maximize growth. Jim Collins in his book, *Great by Choice*, describes this as getting a good “return on luck.” In Kansas, WATC has become the number one college in the state at serving high school students utilizing Governor Sam Brownback’s landmark legislation to provide free tuition for high school student taking technical programs leading to an industry credential. WATC has increased the number of high school students it serves by 300% in three years.

At PPCC, we created a fourth campus to serve the growing region of eastern El Paso County by partnering with the Falcon School District to renovate an existing middle school into a college center serving over 1,000 students. To increase the college-going rate in that region, the school district's alternative school was located on the college campus. The college generated \$400,000 of revenue over expenses by the second year. PPCC took advantage of being located in an area with the highest per capita population of home school/charter schools in the country and became the first community college in the state to jointly build a charter school on college property. The building allowed PPCC to enroll one of the largest charter/home school populations in the United States.

#### Understanding the role of Motlow State as a part of a higher education system

As Dean of General Education at Northwest Technical College, I served in one of the largest systems in the country, the Minnesota State Colleges and Universities (MnSCU). As Chancellor, I served at the pleasure of the System President of the University of Arkansas Board of Regents. As President, I served in the Colorado Community College System.

#### Understanding of the Complete College Tennessee Act of 2010

While I have not had the privilege of working in Tennessee under this legislation, I am familiar with its goals. Retention and timely graduation is on the agenda in Kansas as well and is a part of our performance contracts with the Kansas Board of Regents. It’s been my experience that improving retention and graduation rates will require an even greater investment in partnerships. Our dramatic growth came from partnerships such as:

- WATC taking advantage of a town which prides itself on being the “Air Capitol of the World,” and partnering with the aviation industry and Sedgwick County to create the National Center for Aviation Training (NCAT), a \$43 million state-of-the-art facility hosting the finest aviation programs in the country.
- WATC merging our nursing department with the nursing department at Pratt Community College, jointly delivering an LPN program, and an LPN to RN night/weekend program. This reduced the net cost per nursing student by sharing costs of admissions, faculty, a Dean, IT costs, professional development, building improvements, and marketing.
- WATC partnering with Goodwill Inc. to jointly deliver a GED program allowing the college to double the number of adults that can be served at a lower net cost with additional services offered by the experts at Goodwill.
- PPCC partnered with Colorado Springs Memorial Hospital to deliver a Radiologic Tech program.
- PPCC partnered with Trinidad Junior College to deliver a Lineman program in partnership with Colorado Springs Utilities.

#### A commitment to traditional and non-traditional students in both transfer and workforce programs

With government resources declining and the US economy rapidly changing (including 46% of US jobs being studied to see if they can be automated), it will require an even stronger commitment to degree programs leading to

transfer and to technical programs leading directly to a job. In fact, some have suggested the new mission statement of the 21<sup>st</sup> Century may be simply “Producing Talent.”

As I mentioned earlier, I am experienced in three different variations of a two-year college mission. At Wichita Area Technical College (WATC), we define our mission as helping students have a chance at a better life and training the best possible employees for area businesses. Wichita Area Technical College is moving rapidly to address the market disruptions in higher education. We are:

- Considering five new credit and five non-credit programs for implementation in fiscal year 2016.
- Moving to a “Working Well” model of health insurance with emphasis on empowering individuals to reduce their individual premium costs through healthier choices.
- Adjusting our program mix to align with the needs of the U.S. economy (over supply of Ph.D.’s and low wage workers but shortages in “middle skills” jobs requiring degrees or certificates)
- Designing an 8<sup>th</sup> Grade Career Readiness program for all area middle schools and a 10<sup>th</sup> Grade College Readiness program for all area high schools to be implemented Spring 2016.
- Increasing our dual enrollment population by 40% by integrating college into the last two years of high school. Our strategy also includes a strong outreach program to home school families.
- Creating a comprehensive student success Dashboard using advanced analytics and Big Data and combining it with research such as Growth Mindset by Dwork, Grit by Duckworth, addressing shame by Brene’ Brown, and others to micro-target retention and persistence efforts. To be implemented for Fall 2015.
- Incorporating developmental education into college level coursework through self-paced labs and flipped classrooms.
- Moving to a digital-first learning environment (Our goal is to revolutionize our education delivery system, student enrollment process, the bookstore, and security through technology) Also, the college is moving aggressively toward Open Source textbooks to reduce costs to students
- Maintaining access amidst the pressures to improve student success
- Infusing a “return on investment” culture (moving beyond balancing the budget to determining which investments gives us the best chance for student success)

#### Data and technology

WATC is moving rapidly into predictive analytics. Our Board has identified 33 metrics to be measured each year. Our colleges have strengthened themselves by using data to build a detailed and disciplined organization with, paradoxically, a great deal of autonomy within that system. We believe our employees ought to understand our purpose, how we define and measure success, and what their individual responsibilities are to achieve success. Examples of these metrics are:

#### WATC Improvement (2010-2014)

Noel-Levitz Student Satisfaction Rates	+6.8%
Industry Advocacy Team Satisfaction Rates	+26.2%
Number of Latino students	+77.6%
Credit Hours Sold	+16.2%
Technical Certificates Awarded (workforce)	+55.1%
Employee Satisfaction Rate	+34.9%

In addition, WATC’s Instructional Design and Technology team has invested heavily in a digital learning environment. The college is moving into the Microsoft universe with devices deployed and integrated into the Aviation Maintenance, Robotics and Electromechanical programs. The movement to mobile technologies used for instruction will continue as nursing becomes the next program to require tablet devices in the classroom and

laboratories with the rest of the college to follow over the next two years. WATC created Instructional Technology for Learning (ITL) with interactive online content used in technical courses. For the past 4 years the college has developed and integrated ITL content throughout the aviation and manufacturing programs.

WATC has developed and integrated Master Course Templates into the online instructional environment. These templates are created in a learning management system (ANGEL) and provide a unique instructional design dedicated to providing ease of use and consistency of instructional delivery for faculty and students.

Anticipating the transformation in educational technology, both PPCC and WATC have created multiple positions dedicated solely to helping faculty develop on-line and hybrid courses. Hybrid courses grew at a 40% clip. On-line and hybrid education have become the fastest growing component at WATC. Since becoming President at WATC, the staff in the Office of Instructional Design and Technology has doubled.

#### Understanding the needs and concerns of the public and private constituencies

As a faculty member and a former state legislator and state director, I have been blessed with a valuable set of experiences in both the academic and political worlds which gives me a unique perspective when working with governmental and community leaders. I am passionately committed to continued investment in community and technical colleges. I also believe we have a responsibility to show the legislature that we can operate more efficiently. In these tight fiscal times, community colleges have advantages when making their arguments for more public investment. Our costs per student are the most economical of any type of higher education institution. Our placement rates far exceed those of other segments of education and our graduates stay in state. In my judgment, community college presidents must zero in on our advantages if we want to be successful at obtaining more public investment.

I have also learned that the business community has the most influence on the legislature when it comes to community college funding. Therefore, I have concentrated my efforts on working closely with economic development organizations in my region. I have served on numerous Chamber of Commerce and WIA Boards. The best model was in Colorado where the four colleges in the region (The Air Force Academy, UCCS, Colorado College and PPCC) participated in a rapid response team meeting potential businesses at the airport pledging our combined effort for their workforce needs. We believe industry has to be an integral partner and each program includes an Industry Advocacy Team (IAT) which meets every semester to review curriculum and provide feedback on graduates.

# Anthony G. (Tony) Kinkel, Ed.D



## OBJECTIVE

To help people have a better chance in life through education.

## SUMMARY

30 years of service in public education including the last eleven years as a community and technical college president. Started in education as a high school social studies teacher and basketball coach. Served as an adjunct faculty at a community college before becoming an academic dean. In addition to being an educator, elected six times to the Minnesota House of Representatives and twice to the Minnesota Senate. Left Minnesota to become the State Director of the Maryland Association of Community Colleges, responsible for coordinating 16 community colleges with 22 campuses and 114,000 students.

## PROFESSIONAL EXPERIENCE

Dec. 2010 -- current                      **Wichita Area Technical College**                      Wichita, Kansas

### President

President of one of largest two-year colleges within the Kansas Board of Regents System with headcounts of 5500 credit students and 10,000 non-credit students. The college serves the greater Sedgwick County area on three campuses with nearly 300 full and part-time employees. For the second time in three years, the college was the fastest growing college (either four year or two-year) in the state. The college leads the state in the number of high school students served through dual credit. The President is also responsible for managing the National Center for Aviation Training (NCAT) designated by the National Association of Manufacturing as the nation's leader in aviation curriculum and delivery. WATC is governed by a distinguished board, appointed by the Sedgwick County Manager, made up of the leading executives from aviation, banking, and healthcare, as well as a member of the City Council and a member of the Sedgwick County Board of Commissioners.

For the second year in a row, WATC was voted one of the six "Best Places to Work" in Wichita by the *Wichita Business Journal*. The college was also named "Best in Business" in 2012.

### Key Performance Results:

- 2014 Employee Survey reports 89% of employees indicate they are satisfied with their employment, the highest satisfaction rates ever recorded at the college.
- Since 2011, doubled the number of students obtaining a degree, certificate or licensure.
- Job placement has increased four consecutive years
- 2013 Noel-Levitz reports WATC students overall satisfaction rate at the highest rate ever recorded at the college and higher than the average of other Kansas or national counterparts.
- Since 2010, tripled the number of GED students transitioning to post-secondary education.
- Since 2010, secured nearly \$15 million in special legislative appropriations for training and equipment dollars for NCAT.
- Since 2011, a 69% increase in Latino students.
- Consolidated nursing departments with a neighboring two-year college becoming the largest nursing program in the state of Kansas.
- Combined its ABE/GED program with Goodwill Inc. increasing service to our students and reducing costs to the College.

Member of Wichita's Leadership Council (the top 100 CEO's of Wichita)  
Member of the Business and Education Alliance  
Board Member of the Wichita Chamber of Commerce

Board Member of the Kansas Workforce Center (WIA Board)  
Board Member of the Wichita Aero Club  
Member of the Board of Trustees of the Carpenter Place (home for troubled adolescent girls)  
Board Member of the Wichita State University's Center for Innovation and Enterprise Engagement  
Member of the Kansas Board of Regents Process Management Committee  
Member of the Kansas Transfer and Articulation Council  
Member of the Kansas Association of Technical Colleges

2007-2010

**Pikes Peak Community College**

Colorado Springs, Colorado

**President**

President of Colorado's second largest community college consisting of four campuses and over 1,000 full and part-time employees including 170 full-time faculty. By 2008, PPCC became the fastest growing community college in the state growing from 11,000 headcount in 2007 to over 14,000 by 2010. In 2010, the college had a general fund budget of \$54 million and offered over 200 programs. Named 2008 *President of the Year* by the Colorado Community College Student Association. Awarded the Black History Month Culturally Responsive Award for the college's work at increasing retention rates of students of color.

Key Performance Results:

- 95.9% of PPCC students reported they were either "very satisfied" or "satisfied" with PPCC.
- Increased in the retention rates of students of color by 20% by becoming the first community colleges in Colorado to create a Multicultural Retention Specialist focusing on male students of color.
- Added a fourth campus by partnering with the Falcon School District to renovate an existing middle school. Campus remodeled for \$6 dollars per square foot.
- Received national accreditation for its Child Development Centers located on two campuses.
- Became the nation's leader in partnerships with charter and home schools with 800 students enrolled. Located in El Paso County which has the highest per capita enrollment of home school and charter school students in the nation, the college created a Division of Special School Partnerships to capitalize on Colorado's Post Secondary Enrollment Options (PSEO) which allow both public and home school students to dual credit for PPCC classes.
- Nominated in 2009 as Colorado Springs' *Business Person of the Year* by the Colorado Springs Chamber of Commerce for efforts at serving the military families at Fort Carson, Peterson Air Force Base, and the Air Force Academy becoming the largest provider of education to active duty and veterans in the Rocky Mountain region.
- Named the 2008 *Innovator of the Year Award* from the University of Colorado at Colorado Springs for becoming the first community college in the Rocky Mountain region to partner with a charter school to build a joint facility in saving the taxpayers \$80,000 a year in capital expenses.
- Absorb a 53% cut in its state appropriation without layoffs
- Dramatically increased dual credit through a partnership with the University of Colorado at Colorado Springs. Also negotiated tuition waivers for PPCC employees taking undergraduate classes at UCCS.
- Faculty lead the way in creating online, hybrid, and web-enhanced courses leading to an enrollment increase of 40%.
- Led the efforts in El Paso County to pass Amendment 50 channeling an additional \$5.3 of gaming revenue to community colleges.
  - Member of the Colorado Community College System Committee on Adjunct Faculty and Technology Committee
  - Member of the Colorado Community College System Committee Online Executive Steering Committee
  - Chosen by the System president to serve on two Presidential Search Committees, Front Range Community College and Ft. Morgan Community College.
  - Board Member, Board of Directors of the Urban League
  - Ex-Officio member of the Colorado Springs Economic Development Corporation
  - Board Member, Board of Directors of Goodwill, Inc.
  - Member, Board of Directors of the University of Colorado at Colorado Springs College of Education
  - Board Member of Colorado Springs School District 20's Superintendents Council
  - Board Member, Board of Directors of the Workforce Investment Board
  - Member of the Colorado Springs Economic Vitality Group



**Chancellor**

Responsible for leading one of the University of Arkansas' four community colleges located in rural Arkansas with 1,400 students. The college had 110 full-time and part-time employees with a general fund budget of \$9 million. UACCB ranked in the 90<sup>th</sup> percentile in Academic Challenge (rigor) by the *Community College Student Survey of Engagement (CCSSE)*. Served at the pleasure of the University of Arkansas Board of Trustees and reported directly to the President of the System. The college enjoyed the guidance provided to it by a local advisory board called the Board of Visitors.

**Key Performance Results:**

- 93.4% of its students ranked their entire educational experience as "excellent or good."
- Implemented a shared governance structure by merging strategic planning and budgeting into a single committee and having elected representatives.
- Reduced the percent of the budget spent on administration from 16% to 13%.
- The college started Arkansas' first online LPN to RN program.
- Created an accountability system, called SMART Goals, consisting of 44 performance indicators. Implemented a "SMART Goals Dividend," a system of cash bonuses for employees when the college, as a whole, achieved 75% of SMART Goal benchmarks.
- Opened a new Library, funded partially by the largest gift in school history.
- Created its first ever Cyber Café and coffee shop with donations from the local community.
- Created its first Marketing Division with a director and a recruiter.
- Implemented a First Year Experience and hired a Director.
- The college created its first Data Base Administrator.
- The college created its first full-time Director of Research, Evaluation, and Institutional Effectiveness.
- Started a Respiratory Care program in partnership with the University of Arkansas Medical Sciences (UAMS) and hired a Director.
- In partnership with private industry, the college started an Aircraft Maintenance Program. Obtained over \$2 million in donated equipment and hanger space.

**Executive Director and CEO**

The Maryland Association of Community Colleges was founded in 1992 at the request of the Maryland General Assembly to replace the State Board for Community Colleges. Reported to a 32 member board, consisting of Maryland's 16 community college presidents and their local board of trustee chairs or designee. Represented a system serving 114,000 students. Primary leadership responsibilities included:

- Coordinating the 16 community colleges on all statewide policy issues
- Representing community colleges with the Governor, the General Assembly and the Higher Education Commission
- Speaking for Maryland's community colleges to policy makers and the news media
- Promoting the role of economic development and job training
- Serving trustees and administrators by providing membership services such as workshops, in-service education programs, and advocacy coordination
- Providing research and data gathering

As Executive Director, also responsible for the following state and national leadership responsibilities:

- Represent community colleges on Maryland's K-16 Oversight Council.
- Serve with the Secretary of Higher Education on Maryland's Segmental Advisory Committee to the Governor.
- Co-chair the Joint Leadership Council with Chancellor of the University System of Maryland.
- Represent Maryland at both the National Council of State Directors of Community Colleges (NCSDDC) and the National Council of State Association Chief Executives (NCSACE).

Committed the organization to improving relationships with the business community including the Maryland Hospital Association, the Department of Business and Economic Development, Maryland State Chamber of Commerce, the Maryland Business Roundtable for Education, and MIDAS.

Awarded the "Presidents Citation for Outstanding Achievement" by the National Council of State Association Chief Executives for Maryland's efforts to forge new partnerships with the University System of Maryland to produce more teachers through an AAT Degree, and represent Maryland's community colleges on the Secondary AAT Oversight Council.

Led the efforts with the General Assembly to pass the Association's Fairness in Financial Aid Bill, the Capital Bill which fully funded the colleges' capital requests, including all of the 2002 deferred projects and restoration of the CADE funding formula.

Was an adjunct faculty member in the Community College Leadership Doctoral Program at Morgan State University, helping to prepare community college leaders of tomorrow.

2000-2002

**Northwest Technical College**

Bemidji, MN.

**Dean of General Education**

Served as Dean of General Education for Northwest Technical College (NTC), Minnesota's largest comprehensive technical college with five separate campuses, serving 300 square miles of northwestern Minnesota. Responsible for leading a group of over 40 full and part-time faculty from five distinct campus cultures, in planning and delivering the General Education component of over 70 certificate, diploma, and Degree programs that included partnerships with the University of Minnesota, Bemidji State University, Moorhead State University, and Fergus Falls Community College. Assigned by the President of the college to design and implement the college's General Education transition plan allowing NTC to deliver all of its own General Education. Coordinated the Learning Service Centers on each of the five campuses responsible for serving the college's physically and academically challenged students. Responsible for the college's developmental education program. Led the college's efforts to modernize and diversify the General Education curriculum by designing a new Master Academic Plan based on AQIP and Baldrige principles. Developed new programs with diverse schedules that include weekend classes and night school. Fostered faculty involvement in increasing the diversity of instruction, positioning Northwest to offer the courses in multiple modalities --- traditional lecture, teaching through computer-assisted software and on-line teaching. NTC became one of the first colleges in the state to offer developmental classes on-line. Led the effort to incorporate service learning into 15% of our classes. Elected by the cabinet to represent the deans on the college's AQIP Quality Council.

1999-2002

**Minnesota State Senate**

St. Paul, Minnesota

**State Senator**

Elected in a special election in 1999 to fill the seat created by the incumbent senator being appointed judge. Represented a rural, northern Minnesota district of 80,000 constituents with a state university, a community college, two tribal colleges, and a technical college within the district. Proudly represented the Leech Lake Indian Reservation and was the Senate's leading spokesperson for Native American rights. Selected by Senate colleagues to serve as Vice Chair of the Senate's Higher Education Division, responsible for statutory and budgeting authority for Minnesota's State College and University System and the University of Minnesota System. Member of the Joint House-Senate Higher Education Funding Task Force which redesigned the state's higher education funding formula. Was the lead Senator on data-privacy issues. Re-elected with 65% of the vote in 2002.

1986-1998

**Minnesota House of Representatives** St. Paul, Minnesota

**State Representative**

Elected to the House of Representatives at age 24 to represent 40,000 citizens of a large, rural, Northern Minnesota district, geographically the size of Rhode Island and Connecticut. The district included four institutions of higher education, 15 school districts, four counties, and over 20 municipalities. A dedicated and reform-minded legislator with 12 years' experience on the House Education Committee, culminating in the appointment by the Speaker of the House to

chair the Higher Education Finance Division. Directed a professional staff of four, responsible for appropriating a budget of 2.1 billion dollars and oversight of 59 public colleges and universities. As chair, established an atmosphere of bi-partisanship by involving all members of the division in policy setting, authored the 1995 Higher Education Reform Act supported by every member of the division, radically changing the purpose of Minnesota's higher education system from focusing on the system to focusing on the stakeholders. Member of the Legislative Commission on Minnesota Resources, responsible for appropriating the Environmental Trust Fund, evaluating over 500 environmental projects every biennium. Served as Vice-Chair of the Tourism and Commerce Committee, oversight in the areas of consumer protection, banking, professional education, and economic development issues. A career attendance record of over 98%, served over 6,000 individual constituents with problems with state government, re-elected five consecutive times with a winning percentage of 16 points or higher. Only Minnesota legislator in history to chair both the Early Childhood and Higher Education Divisions, responsible for a 2.1 billion dollar budget and 59 campuses.

1998-99                      **United States House of Representatives**                      Washington, D.C.

**District Director for Congressman Collin Peterson of Minnesota.**

Responsible for directing a Congressional staff of 13 professionals located in three separate offices in Northwestern Minnesota. Duties included organizing responses to nearly 800 letters, e-mails, phone calls and constituent cases per month, coordinating media relations, managing exchanges with all external constituencies, analyzing the impacts of proposed legislation, representing the Congressman at functions in the district when the Congressman could not attend, and campaign fund-raising.

1997-98                      **University of North Carolina**                      Wilmington, NC

**Executive Director**

Chief Executive Officer of the Consortium for the Advancement of Public Education (CAPE), located in the Watson School of Education at the University of North Carolina at Wilmington, a 15 member non-profit board made up of community college presidents, superintendents, teachers, administrators, business leaders, and military personnel. The mission of the board is to produce measurable improvements in the quality of public education in southeastern North Carolina. Duties included bringing together a diverse board of outside stakeholders to develop specific outcomes to improve public education and specific strategies to achieve those outcomes. Responsible for articulating these strategies to the media, state legislature, and to the general public. Actively involved in collaboration efforts between the K-12, the community college and the university system. A member of the Dean's Council, which sets policy direction for the school of education. Involved with supervision of graduate students in educational administration. Responsible for organizational fund-raising, led a staff of three with full budgeting, program evaluation, and staff supervision. Maintained an effective working relationship with 20 school systems, 11 community colleges, a military base, and the business community. Served as a liaison between outside stakeholders and the faculty of the University.

1989-95                      **Central Lakes Community & Technical College**                      Brainerd, MN

**Adjunct Professor**

Six years experience teaching political science courses, including American National Government, Political Topics, State and Local Government, and Introduction to Political Science. Designed courses that stressed innovation and practical education with extensive use of guest speakers, class participation, and a capstone experience. Student driven classroom with emphasis on real-world applications. Students taught ranged from 16-60 years of age.

1985-86                      **Sandstone High School**                      Sandstone, MN

**Social Studies Teacher**

Member of a dynamic social studies department, collaborated to create a modern and advanced political science curriculum. Courses taught included Macro-Economics, Civics and Citizenship, Introduction to Political Science, and U.S. History. Recognized for these accomplishments by being named "Outstanding Educator" by the Minnesota Farmers'

Union local chapter. Assistant boys' basketball coach with record of 15-3. Salary \$19,000. Left position because of election to the legislature.

## NATIONAL AND STATE BOARDS

2003 **National Council of State Association Chief Executives**

**President –Elect**

Selected by the membership of the National Association to lead the organization in 2004.

1996-98, 2000-2002 **Education Commission of the States** Denver, CO

**Commissioner**

Selected by the House and Senate leadership to represent the state of Minnesota on the Education Commission of the States, a national organization of governors and legislative leaders. The Commission seeks to foster relationships among state policy makers, and is responsible for advancing higher education reform through-out the country by disseminating information to governors and legislative leaders on innovative and effective higher education policies.

2001-2002 **Mississippi Parkway Commission** Minneapolis, MN

**Commissioner**

Selected to represent the State of Minnesota on the 10-member national commission created to promote the vitality and health of the Mississippi River. Served on the Environment and Tourism Committee.

2000-2002 **Indian Affairs Council** St.Paul, MN

**Representative**

Selected to represent the Minnesota State Senate on a 12-member council consisting of all American Indian Tribes in Minnesota and the Department of Education. Responsible for advising state government on state/tribal issue

1982-83 **University of Minnesota Board of Regents** Minneapolis, MN

**Student Representative**

Elected to represent 6000 students of the University of Minnesota-Duluth campus on the Board of Regents. Responsibilities included providing the Regents with the students' perspective on issues, presenting student concerns before the Student Affairs Committee, being the official spokesperson for students to the public.

## EDUCATION

**Graduate Studies,** University of Minnesota (1995-98)

**Ed.D in Higher Education Administration.**

Member of the Leadership Academy program. Dissertation topic on indicators of effectiveness of higher education governing boards.

Bemidji State University (1995-96), Masters of Education course work.

**Undergraduate Studies,** University of Minnesota-Duluth (1980-84)

**B.A.A. in Social Science.**

Concentration in Political Science and teaching social studies. Obtained a Minnesota Secondary Education Teaching License. Attended David Lipscomb University, Nashville, TN (1979-80)