

LETTER OF INTENT
William T. Brown, Ph.D.
Franklin, TN 37064

January 18, 2020

Dear Members of the Search Committee:

It is with great pleasure that I submit this letter of intent and my curriculum vita (with professional references) for your consideration for the positions of Chief Executive Officer for Gateway Community College, Housatonic Community College and Manchester Community College in the Connecticut State Colleges and Universities system.

The CSCU system is in the midst of transformation that is unprecedented in the state's history, and the role of the Campus CEO is challenging and complex, one that requires skill and experience in effectively managing and developing resources, creatively administrating policies, procedures and operations, and successfully leading faculty, staff and community partners working to create the kind of educational environment that will promote our students' best success. Given the diversity of the Connecticut community college student population, the breadth of your service region, and the complexity of our higher education work, I believe that my extensive training and broad experience as a researcher, clinician, and professional educator and administrator—including 13½ years of service in Connecticut's community colleges—uniquely qualify me for the position of Chief Executive Officer.

My higher education career is marked by excellence in teaching as a full-time faculty member and more than 12 years of highly effective college administration characterized by progressively greater administrative, supervisory, operational and fiscal responsibilities and accountabilities. Over the course of my professional career, I have worked in college/university, school, clinical, and community settings, and I have a long history of working collaboratively and effectively with multiple constituents and stakeholders. These and other experiences have enabled me to develop the capabilities and skills needed by a Chief Executive Officer in the CSCU system:

Educational & Student Service Excellence

When he accepted the Nobel Peace Prize in 1964, Dr. Martin Luther King, Jr. stated,

"I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits."

Dr. King's words encapsulate my belief in the importance, necessity and power of community colleges in particular to change the lives of students, their families and our communities. The first priority of any higher education institution or system is the success of its students in authentic, rigorous and relevant academic and/or workforce development programs, and it is the responsibility of community college leaders at every level to align our efforts and direct our resources toward promoting student success. Students' time with faculty and their work in the classroom play outsized roles in their eventual college success (especially at community and commuter colleges), and it is my conviction that successful colleges place a premium on supporting highly successful teaching.

As a faculty member, I had the opportunity to engage students directly in the academic program, and I take great pride in my effectiveness and success as a faculty member at Norwalk Community College. As an administrator, I continuously encourage my faculty engage their full creativity and to experiment with different teaching practices, but I have also been firmly committed to supporting the faculty in developing and enhancing their teaching practice and effectiveness. At Naugatuck Valley Community College, my faculty wanted to engage experiential learning and service learning more deeply; at Housatonic Community College, it was STEM education and Open Educational Resources and at Nashville State it was High Impact Practices. At Nashville State, I was privileged to authorize several teams to travel across Tennessee and to Georgia to explore advising best practices as part of our efforts to reform our advising system. Regardless of their interests, I have worked to maximize material support for faculty to provide the best possible educational experience to our students and to utilize and showcase the expertise of our own personnel whenever possible.

At Norwalk Community College, I had the opportunity to chair the campus Center for Teaching. In this capacity, I had the opportunity to develop with my colleagues a cohesive and comprehensive program of professional development for faculty and staff at NCC. As a consequence, our Center for Teaching gained the confidence of the President and Dean of Academic Affairs, and was given the responsibility for organizing the workshops and community conversations for our professional staff meetings. At Naugatuck Valley Community College, I instituted annual retreats for my division where we spent half the day reflecting on improving pedagogy and the other half of the day reflecting on data about our students' success, and I devoted additional resources to support my faculty attending conferences (particularly when they had students presenting posters or papers), and continued to support to our campus Center for Teaching. At Nashville State, I was successful in getting the college to increase funding for professional development by more than 35% (to approximately \$140,000 in 2018-2019), and I am especially gratified to have had the experience of proposing and leading the formation of a collegewide Center for Teaching that opened in Fall 2019.

Administrative & Operational Effectiveness

Teaching excellence and commitment to student services must, however, be combined with operational excellence in order for the community college to fulfill its mission. As an administrator and manager, I have instituted or advanced numerous high-impact initiatives and practices to promote the success of our students, particularly with respect to scheduling, advising, pedagogical innovations, faculty development, and student engagement.

For example, as an Academic Division Director at Naugatuck Valley Community College, I ended the practice of routinely overloading students into courses offered in the division in 2009. While controversial with several faculty and most students at the time, doing so 1) encouraged students to seek advisement, develop their schedules, and register earlier, 2) promoted faculty truly teaching beginning the first day because many fewer students entered the course days (or even weeks) after it began, and 3) enabled the College to assign appropriate space to courses without needing to worry about class sizes changing room assignments. After seeing how effective it was, the entire academic unit at NVCC adopted this practice the subsequent academic year.

Another example of a high impact administrative practice is my contribution to my last three institutions developing course schedules. At Naugatuck Valley Community College, I excelled in scheduling courses to minimize conflicts within and across programs in my division, resulting in minimal cancellations (between 2 and 13 sections per semester out of 142-168 sections total) and a high degree of utilization (87%-95%) of available seats my last six years in that position. Beginning in 2010, I advocated to the Academic Dean and my fellow Academic Division Directors that we plan the course schedule for an entire year. It took two years of persuasion, and we worked with numerous offices across the campus (e.g., Registrar, Student Affairs, Administration), but we developed and fully implemented a yearlong schedule for the 2012-2013 academic year. Doing so enabled advisors to better assist students in sequencing their courses, provided the college with opportunities to plan and budget more effectively, and provided more certainty to full- and part-time faculty regarding course offerings and assignments.

As the chief academic officer at Housatonic Community College and Nashville State Community College, I instituted "Commitment Day": the college commits to completing cancellations and running the courses remaining in the college schedule a full week prior to the beginning of classes. In conjunction with numerous other college-wide efforts, changes in scheduling contributed significantly to increased enrollment, increased utilization of course seats, and/or increases in the number of students attending the college on a full-time basis. In addition to improved opportunities for students to take and complete courses, a "collateral benefit" has been a substantial improvement in the colleges' financial positions.

Beyond my work in academic teaching and administration, I have also been extremely involved in a variety of campus operations and administration outside of academics and necessarily developed effective working relationships with departments across the entire college, including executive leadership, public safety, facilities departments, communications/marketing, finance/administration, human resources and student affairs. As the Vice President for Academic Affairs and Student Success at Nashville State Community College, I was responsible for providing oversight of the primary campus and our five extended campuses across our seven-county service region. At Naugatuck Valley Community College, one of my responsibilities was to extend the services of the division office (and some of the larger college) to our site in Danbury, CT. This included facilitating admission, registration, payments, advising and academic planning, evaluating faculty, and addressing student concerns. At Housatonic Community College, I served on numerous committees connected to the campus building of a 46,000 square foot addition and renovations to 50,000 square feet of Lafayette Hall, and currently serve on the leadership group that is planning for building Nashville State Community College's 7th campus. At NVCC and HCC, I served on the teams responsible for responding to critical incidents, and at HCC and at NSCC, the President assigned the responsibility to make decisions for campus closings or delayed openings due to adverse weather conditions to me. In each and every case, I explicitly adopted the critical role of ensuring that all decisions

were made with regard to promoting the safety and wellbeing of the college community, and that our operations supported the success of our students in their academic program and enhancing student service.

Resource Management & Development

Critical to the success of our colleges, and ultimately the success of our students, is the effective managing of all the resources available to us. Stewardship of the limited (and often dwindling) resources that our colleges have been given is therefore one of the most important functions that I perform. Generally speaking, my philosophy regarding budget management is that academic and institutional priorities should drive the budget, and not the other way around. As an Academic Division Director at NVCC, I instituted budget management systems in both the divisions I supervised that made up-to-the-minute budget monitoring possible, and helped to ensure that resources were available for both predictable needs (e.g., program reaccreditation or performing arts productions) and unexpected opportunities (e.g., supporting faculty who have scholarly work accepted for presentation at a conference). At Housatonic Community College, I developed a budget development system—first for the academic support services and then for the entire Academic Affairs Division—that integrated accreditation standards, college and unit strategic priorities, current departmental activities/functions, and projections for upcoming initiatives. As a consequence, the Academic Affairs Division was fully funded for the 2016-2017 academic year despite the college budget being cut.

It is also very important for college success and shared governance that understanding of the college's budget and other resources be widespread. At Naugatuck Valley Community College, I regularly invited the Dean of Administration to present to my division on the college budget, and at Nashville State Community College, I instituted budget hearings for the Academic & Student Affairs unit (a practice the entire college now engages during the budget development process) and played a critical role in the Finance and Administration Division presenting the college budget to the entire institution at multiple points during the academic year.

In my various positions, I have been especially active in securing technology—from computers and printers to technology carts to entire smart classrooms—for my faculty and staff. Success in these endeavors necessitated developing collaborative relationships with multiple groups at the colleges, including faculty, IT, distance learning, and media services. At HCC, I was a driving force in the college institution acquiring 3D printers, iPads and Mac Pros, and oversaw the design and approval processes for several technologically advanced academic spaces, including a state-of-the-art Language Laboratory and “21st Century Classrooms,” and a technology refresh of all classrooms in Beacon Hall.

The health of our institutions requires diversity in their sources of funding and support, and I have had significant success in securing significant external funding and technical support. With respect to grant experience, I received grant-writing training as an NIMH research fellow at the Yale Child Study Center. From 2008-2014 at NVCC, I was responsible for writing the proposals and annual improvement plans for the Carl D. Perkins Postsecondary and College Career Pathways grants. The college was funded approximately \$1.4 million over that time. In a single year at HCC, I co-wrote successful grant applications that yielded more than \$300,000 in funding from the Leona and Harry B. Helmsley Trust (developing STEM partnerships, enhancing STEM teaching, and increasing STEM student recruitment, retention, and degree completion) and Achieving the Dream (implementing Open Educational Resource text adoption across the institution). At Nashville State Community College, I wrote a successful application for Vanderbilt University doctoral fellows to conduct a “deep dive” research investigation into retention at the college, resulting in a wealth of information that the college is now using to inform its retention and other student success efforts.

Leadership

Management of resources is not limited to financial resources, but extends to the technological, facilities, temporal, and, most importantly, the personnel resources available. The CSCU system is undergoing historic transition and transformation, and the CEO's of your campuses must be able to engage multiple constituencies and stakeholders with different (and sometimes conflicting) perspectives. My entire career I have engaged in working collaboratively with colleagues from across the various institutions at which I have worked, and I consider my ability to work and lead across disciplines, departments, and even institutions to be one of my greatest strengths.

During my tenure as an Academic Division Director at NVCC, I provided crucial support to my faculty in proposing courses and in creating or modifying the degree and certificate programs housed by my division. At Housatonic Community College, I had substantial responsibility for ensuring the academic integrity of our courses and curricula, and played a significant role in explicating (and improving) of our curriculum approval process, developing our General Education core curriculum, adopting our Freshman Seminar course, and modifying our General Studies degree program. During my first year at HCC, the college vetted more than 120 courses for their fulfillment of the system's general education competencies,

and during next academic year revised its general education curriculum (for the first time in at least 20 years) to simultaneously meet accreditation, system, and institutional standards and expectations.

At Housatonic Community College, I was also given responsibility for numerous activities and initiatives that required me to create and promote collegiality across Academic Affairs and Student Affairs, between departments and academic disciplines, and across the entire institution. Within six months of my arrival at HCC, I was appointed Co-Chair of our Enrollment Processes Committee, responsible for leading our interdivisional team in promoting practices across the institution that would improve student admission, retention, and graduation/completion. Our committee took a leadership roles in implementing institution-wide efforts to improve enrollment, including revamping new student orientation and developing a more comprehensive advising system. For the two years that I helped lead this committee, HCC was a leader in the CSCU system in student enrollment and increased retention.

My leadership has often served to bring together stakeholders with different priorities for the greater good of the college and its stakeholders and students. At Norwalk Community College, I served as the president of the campus chapter of the American Federation of Teachers (AFT). In that capacity, I developed a deep understanding of the collective bargaining agreements and very productive relationships union leadership, and was effective in advising college stakeholders regarding details of the contracts while marrying managerial priorities, faculty prerogatives, and service to students. At Nashville State Community College, I began the practice of having the Faculty Senate Chair (or her designee) regularly attend my Academic Affairs Leadership Team meetings to serve as a full participant in the decision-making of the unit and to serve as a powerful example of shared governance.

Perhaps the most significant example of my organizational leadership was my role in the reorganization of Nashville State Community College. Six months after my arrival, the President who hired me retired unexpectedly and the Interim President charged me to present her with a plan to realign the Academic Affairs and Student Services unit, as well as with my recommendations to reorganize the entire college to better meet workforce needs and engage our communities in more meaningful ways. Within a very short period of time, I took the opportunity to engage the leadership, faculty and staff of Academic and Student Services and presented a plan that, among other things, created a Student Affairs division, new academic divisions in STEM and Healthcare Professions, administrative positions dedicated to enrollment management, management positions dedicated to faculty support and advancement, and a Center for Teaching. This plan was subsequently approved by our Board of Regents approximately 5 weeks after I presented my recommendations to the Interim President.

Teaching, learning and service occur in the context of the relationships between students and faculty and staff. In my administrative positions, I have significant experience working with students and faculty to promote mutual understanding, resolve conflict, and work collaboratively together to solve problems. I have addressed student complaints regarding faculty and faculty concerns regarding student behavior. Some of these have been extremely serious (e.g., sexual harassment allegations, concerns regarding potential for student violence). Over the course of my administrative positions, I have worked with college managers, students, and faculty to set clear and consistent policies and limits, and the consistent result has been significant reductions in the number of student complaints and critical incidents.

Strategic/Operational Planning & Accreditation

Over the course of my higher education career, I have been involved in developing, implementing and evaluating strategic and operational plans. At Naugatuck Valley Community College, I served on the Institutional Planning Committee, which was responsible for monitoring implementation of the college's strategic plan. In my role as Academic Division Director, I also was responsible for contributing to and documenting progress on the Academic Master Plan as well as the college's annual operational plan. At Housatonic Community College, I served on the college's Administrative Team and the President's Cabinet, and was involved in managerial and administrative daily oversight of campus planning and initiatives. As the Vice President for Academic Affairs and Student Success at Nashville State Community College, I was responsible for setting the strategic direction of the unit and emphasized planning and resource allocation to support things like advising, meeting the needs of the influx of adult students from the Tennessee Reconnect scholarship, and fully staffing our student affairs offices. In my present position, the NSCC President has assigned me the task of reviewing the college's entire policy structure and making recommendations to address gaps, obsolescence and conflicts in college policies, and I have consequently developed and led the adoption of a framework for revising and documenting college policy in a way that is more transparent and consistent with shared governance principles.

I have been extremely active in regional accreditation activities for the last several years. At Naugatuck Valley, I served as co-chair for the Student standard of our 2012 self-study. In its report, the visiting team acknowledged our work on this standard for its accuracy and candor. During my tenure at Housatonic Community College, I had the opportunity to join other chief academic officers in providing comments and feedback on the revised New England Association of Schools and

Colleges (NEASC) standards ultimately adopted in 2016. I have served as an evaluator and member of three visiting teams for NEASC and played a significant leadership role in Nashville State's 2017 on-site accreditation visit, despite having started at the college only 2½ months prior to the visit. Over the years, I have also been deeply engaged in numerous national student success initiatives, including Achieving the Dream, guided pathways, competency-based education, general education revision, dual/concurrent enrollment and middle/early college, open educational resources and access to digital course materials, High Impact (Teaching) Practices, Strategic Enrollment Management and developing enhanced student services.

In my curriculum vita, I have more fully described the breadth of my experience in developing curriculum, supporting students learning and faculty teaching, directing college operations, engaging diverse stakeholders and constituencies, developing and managing resources, building industry and community partnerships, leading multidisciplinary or interdivisional teams, strategic and fiscal planning, and bringing complicated initiatives to fruition. Although space constrains my being able to describe more of the things I have done, I hope that your review of this letter and my application materials convinces you that I am deeply committed to serving the learning needs of students and supporting the teaching work of faculty, that I possess the professional capabilities and personal qualities you expect from your Chief Executive Officer during this time of great transition and transformation for the system, and that I am extremely excited about the opportunity to be considered for the CEO positions at Housatonic, Gateway and Manchester Community Colleges. Beyond the challenge and opportunity to lead and serve that these positions present, I am especially excited at the prospect of returning to the state where I got my professional start and to the system that has contributed so much to my development as an educator.

Thank you for your consideration, and I look forward to having an opportunity to share even more of what I have to offer to the Connecticut State Colleges and Universities system.

Very sincerely yours,

A handwritten signature in blue ink that reads "William T. Brown, Ph.D." with a stylized flourish at the end.

William T. Brown, Ph.D.
Special Assistant to the President for Strategic Initiatives
Nashville State Community College

CURRICULUM VITA
William T. Brown, Ph.D.
Franklin, TN 37064

EDUCATION

- Ph.D.**
University of Delaware
Newark, DE
January, 2001
Doctor of Philosophy in Clinical Psychology
Doctoral Dissertation: *Temporal Orientation, Ethnic Identity, and Perceptions of Minority Status: Examining Ethnicity as a Multidimensional Construct and its Relationship with African American High School Students' Academic Engagement and Performance*
- M.A.**
University of Delaware
Newark, DE
May, 1995
Master of Arts in Clinical Psychology
Masters Thesis: *Racial and Ethnic Identity: Sources of Variation in the Educational Achievement of African American High School Students*
- B.S.**
University of Florida
Gainesville, FL
August, 1991
Bachelor of Science in Psychology
Concentration in Social Psychology; Minor in Secondary Education

PROFESSIONAL ACADEMIC EXPERIENCE

Special Assistant to the President for Strategic Initiatives

Nashville State Community College, Nashville, TN
September, 2019 - Present

Close advisor to and representative of the Office of the President. Responsibilities include executing several special projects on the president's behalf that have a college-wide impact, initiating and developing external partnerships with higher education institutions, civic and municipal organizations, and employers. Also responsible for reviewing college policy and making recommendations to the President, constituent units, and shared governance entities for policy improvements.

Significant Activities & Accomplishments:

- Revised the process and developed the requisite forms and documentation by which the college develops, adopts, and revises policy (2019). Worked with numerous shared governance constituencies including the President's Office, Senior (Executive) Staff, President's Cabinet, Faculty Senate, the Administrative and Staff Assemblies, and the college-wide Committee on Committees, to secure adoption of the new process.
- Serve as member of the college's planning committee for the design and construction of the newest campus in Madison, TN, and represent the college at civic and community meetings. Elected to the Madison-Rivergate Chamber of Commerce in November, 2019
- Coordinate the college's Digital Course Materials (DCM) initiative (2018-present), including leading a team that includes representatives from the Registrar, Bursar, Financial Aid and Finance. In coordination with the system office and college bookstore, students are offered text materials digitally at a substantially reduced price. Since Spring, 2019, students have saved approximately \$1.5M in textbook costs, increasing student preparedness for coursework and substantially reducing a financial barrier to course and program completion
- Serve as a member of the Lumina Talent Hub Steering Committee, led by the Nashville Area Chamber of Commerce. The Talent Hub coordinates activities to promote access to and completion of higher education credentialing and degree attainment in economically depressed "Promise Zones" in the local area, including placing "Navigators" in local neighborhoods and providing critical support for citizens to access state funding (i.e., Tennessee Reconnect) to attend college tuition-free.

Vice President for Academic Affairs & Student Success

Nashville State Community College, Nashville, TN

July, 2017 – September, 2019

Chief academic officer of the regional comprehensive community college serving approximately 8300 students taking courses in a 7-county service area and offering approximately 80 associates degree programs and technical certificates. Responsible for providing managerial oversight of five academic divisions, academic support services (including the library, tutoring, and online learning), at six campuses (main campus and five extended campuses). Educational responsibilities include providing leadership for the Academic Affairs institution-wide academic initiatives, including enrollment management, course scheduling, general education and transfer/articulation development, student learning and course assessment, and academic program review and development, and faculty and staff development. Administrative responsibilities include strategic planning for the unit, engaging constituent units in divisional planning consistent with institutional and unit mission and goals, implementing and coordinating the college's promotion and tenure processes, overseeing hiring, evaluation, professional development for approximately 160 full-time faculty, and more than 325 part-time faculty and 75 administrators/staff in the unit, and oversight of the unit's operational and personnel budgets (\$28M per annum).

Significant Activities & Accomplishments:

- Service as *Vice President for Academic Affairs & Student Services* (July 2017-February 2018) and *Executive Vice President for Academic & Student Affairs* (February 2018-February 2019). In addition to the offices associated with the academic unit, supervised Institutional Research, Workforce Development, and the Student Affairs/Student Services division, including Records/Registrar, Admissions, Testing, Accessibility Services, Financial Aid, Career Services and Student Life.
- Exhibited significant leadership guiding the college through its SACSCOC decennial accreditation visit, particularly in organizing college-wide participation in the actual visit (Fall 2017)
- Charged by the Interim President to reimagine and reorganize Academic Affairs & Student Affairs in anticipation of major college expansion into the community (February 2018). Reorganized academic divisions to form new divisions in STEM and Healthcare Professions, and align programs to encourage synergistic collaboration between faculty (e.g., Fine Arts with Visual Communications faculty).
- Played a major role in building shared governance and rebuilding faculty trust through by strengthening the role of the Faculty Senate in academic, student and college affairs, advancing implementation of the college's newly adopted tenure policy, and significantly increasing resources for faculty and staff professional development (2017-2019)
- Served as primary liaison with Metro Nashville Public Schools (MNPS) to form the Early College High School (2017-present), where participating students will be able to earn their associates degree at the same time they graduate from high school. Coordinated the team that developed the lease, created academic plans and planned for student support services, and offered critical testimony to the MNPS Board of Education to secure approval. The Early College opened in Fall 2018, and is projected to have its first graduates in May 2022
- (Re)Started the college's Honors Night, whereby academic divisions recognized high student achievement at the college on an annual basis (May 2018 & May 2019)
- Led the college in its transition to a new college-wide schedule framework that standardized timeblocks across divisions and campuses, increased the proportion of online/hybrid courses and reduced cancelations to better meet the needs of the influx of returning adult students due to statewide implementation of Tennessee Reconnect (2018-2019)
- Proposed and led the formation of the college's Center for Excellence in Teaching (opened Fall 2019), including securing college and system approval, initial organizing of faculty, developing the roles and guiding the selection of Senior Fellow/Director and Faculty Fellows, and establishing and equipping dedicated space for the Center

Associate Dean of Academic Affairs

Housatonic Community College, Bridgeport, CT

September, 2014 – August, 2015; November, 2016 – June, 2017

Associate to the college's chief academic officer, responsible for providing managerial oversight of the Library, Educational Technologies/Distance Education, Media Services, the Academic Support Center (including testing and tutoring services), dual/concurrent enrollment programs, Career Services and the General Studies associates degree program. Educational responsibilities include providing direction for the Academic Affairs unit in numerous institution-wide academic initiatives, including enrollment management, course scheduling, general education and transfer/articulation development, student learning and course assessment, and academic program review and development. Administrative responsibilities include overseeing the operational budget of constituent offices (approximately \$250,000 per year) and consulting on the

operational budget for the entire academic unit. Also responsible for several direct services to students, including responding to student academic concerns/complaints, and working with students nominated for academic honors.

Significant Activities & Accomplishments:

- Served as the college's chief academic officer for 15 months while also discharging the responsibilities of Associate Dean of Academic Affairs (see below).
- Coordinated the college's efforts to review and reform its advising system (2015-2017). Formed the Advising Task Force via leadership of the college's standing Enrollment Processes Committee, guided the task force in organizing its work, and provided managerial and instrumental support for it to develop recommendations for a comprehensive, cohesive, and coordinated advising system. The Advising Task Force submitted its recommendations in November 2016, and the reformed system is on track to begin implementation Fall 2017.
- Led the college in implementing enhanced scheduling practices (2014-2017) in order to maximize student opportunities to make academic progress toward completion. Promoted inter-departmental coordination of course offerings and worked with department chairs and program coordinators to minimize conflicts in course offerings that would impede students' enrollment and progress. Compared to Fall 2014, there were approximately 50% fewer course cancellations in Fall 2015 and 70% fewer cancellations in Fall 2016.
- Coordinated the college's efforts to review and revise its General Education core curriculum to become competency-based. Formed the faculty review committee, guided it in organizing its work and developing policies and procedures for courses to be reviewed and accepted for inclusion as a general education course. Within a single academic year (2014-2015), the college completed the first round of course review, adopted revised course outcomes to meet system-wide competency outcomes, and initiated program mapping to ensure that degree programs were compliant with the system requirements for seamless transfer of general education courses to Connecticut state universities.
- Worked with the Office of Institutional Research to develop and distribute data reports that would help inform academic initiatives and enrollment management efforts (2014-present), including analyses of course enrollments and cancellations, grade distribution reports for "gateway" courses, and departmental/program "dashboard" summaries.
- Recommended and implemented revisions to the college's annual Faculty Professional Day to become more faculty-oriented and directed. Worked collaboratively with the campus Center for Teaching to organize the day to focus on the impact of pedagogy on retention and student success, and to engage college faculty in sharing their effective teaching and learning practices with their colleagues (April 2015).
- Housatonic Community College was named one of the Aspen Institute's Top 150 colleges in Fall 2017.

Dean of Academic Affairs (Acting)

Housatonic Community College, Bridgeport, CT
August, 2015 – November, 2016

Served as the college's chief academic officer, responsible for providing managerial oversight of entire Academic Affairs Division, consisting of 5 academic departments offering approximately 55 associates degree and 20 certificate programs (as well as discharging the duties and responsibilities of the Associate Dean of Academic Affairs [see above]). Educational responsibilities include providing direction for and support to the Academic Affairs unit in its academic initiatives, including academic program and curriculum development and review, enrollment management, assessment, and faculty and staff professional development. Administrative responsibilities include overseeing the division's operational and personnel budget (exceeding \$2.2M per annum). Also responsible for several institutional and system-wide initiatives and activities, including strategic planning, enrollment management, accreditation, and community engagement.

Significant Activities & Accomplishments:

- Implemented additional enhanced schedule planning and practices (see above), including instituting "Schedule Commitment Day," where the college commits to the courses to be run at least one week prior to the start of classes. Outcomes included significantly increased certainty of course enrollments during late registration, increased time to inform students of course cancellations and increased opportunity to work with them to reenroll. For the 2015-2016 academic year, Housatonic Community College canceled approximately 50% fewer courses (Fall 2015 and Spring 2016), and experienced increased utilization of seats (93% in Fall 2015 vs. 88% in Fall 2014), and increased enrollment of full-time students (up 9.7% in Spring 2016 compared to Spring 2015). The college was the only Connecticut community college to experience enrollment gains in Fall 2015, and had the lowest enrollment decreases of the community colleges in Spring 2016 and Fall 2016.
- Oversaw the formation of the Office of Career Services, Internships, and Experiential Learning (Fall 2015), particularly its integration with Academic Affairs. Oversaw and the organizational and physical consolidation of Academic Affairs and the Evening Division, and the molding of these two offices into a single functional unit

(September 2016), organized to provide comprehensive and uninterrupted service to college constituents, including students, full- and part-time faculty, and the larger college and regional community.

- Worked closely with the President, faculty and staff to recommend revisions to the college's curriculum development process to address gaps in the approval process, to integrate the local campus curriculum process with system processes, and to promote transparency, tracking, communication, and accountability for curricular proposals (2015-2016). Led the team that investigated and recommended curriculum tracking and catalog development software that was purchased by the college in June 2016.
- Developed comprehensive budget development system for the Academic Affairs Division that was driven by function/activities, incorporated both operational and personnel requests, includes justifications that align with strategic planning goals and/or accreditation standards, and aligns itself with campus finance and accounting systems. As a consequence of utilizing this system, the Academic Division was fully funded despite budget cuts for the current academic year (2016-2017), and major components of this budget system are slated to be adopted by the entire campus for development of next year's (2017-2018) budget.
- Worked with academic department chairs, degree program coordinators and the Office of Institutional Research to revise the program review process to incorporate current CSU Board of Regents requirements and improve the connections between program review and academic planning and resource allocation (implemented October 2015).
- Provided guidance and direction for several committees associated with the academic enterprise, including the Advising Task Force (designing a comprehensive advising system for the college), Curriculum Committee (revising and updating the curriculum development process), General Education Committee and General Education Task Force (reviewing and revising the college's general education program), Instructional Development (Academic Standards) Committee (revising the college's course withdrawal policy, developing a college-wide syllabus template), and Interdisciplinary Committee (development and adoption of the FS 100 Freshman Seminar course)
- Engaged the college's managerial, academic and student affairs leadership to institute yearlong-scheduling and college-wide course sequencing to increase the effectiveness of student advising, increase student enrollment, retention, and completion, and enhance the college's ability to engage in better organizational and financial planning. The college is currently on pace to release the entire 2017-2018 schedule prior to the conclusion of the Spring 2017 semester.
- Extremely active member of the college's Facilities Master Planning, Campus Public Art Selection, and Construction committees, all connected to the design and building of a 46,000 square foot addition to the campus, as well as renovation of over 50,000 square feet of existing academic space. Primary role was recommending and advocating for adequate space and appropriate design for current and projected teaching and academic support offices and functions. Specifically played a crucial role in the relocation of the campus Center for Teaching, the design and development of the projected office of Academic Technologies, and development of space for several academic programs, including surgical technology and digital arts and media. At the request of the President, led the effort to inventory all campus space (academic, office, operational, and public use), evaluated proposals and provided recommendations for new signage for the campus, and revised the numbering system for Beacon Hall, one of the campus' two major buildings.
- Oversaw the design and/or adoption of numerous educational technology projects, including purchase of iPads for the Developmental Studies department, development and building of 21st Century Classrooms for Math/Science, modernizing of a state-of-the-art Language Lab for Humanities, purchase of 3D printers for Advanced Manufacturing, and purchase of Mac Pros to outfit an entire computer lab for Computer Science, Digital Media, and Advanced Manufacturing.
- Assigned responsibility by the President to make decisions for campus closings or delayed openings due to adverse weather conditions, and revised institutional practice to make decisions in a much more timely way. As a result, students and faculty (and the public) now receive notice at least three hours in advance to help prevent decisions being made while commuter students and staff members would be en route.
- Co-authored successful grant application to the Leona M. and Harry B. Helmsley Charitable Trust (December 2015). The college was awarded \$200,000 over two years (2016-2018) to develop programming to increase retention and graduation in Science, Technology, Engineering, Arts and Mathematics (STEAM) majors, develop the college into a "laboratory teaching site" for Yale University mathematics and physics postdoctoral fellows, and substantially enhance professional development opportunities for STEAM faculty at the college.
- Co-authored successful grant application to Achieving the Dream (June 2016). The college—one of only 22 recipients nationwide—was awarded over \$100,000 over two years for institution-wide development and adoption of Open Education Resource (OER) texts and course contents.
- Provided managerial and administrative oversight and support for the college's grants from The Helmsley Trust (see above), the National Science Foundation for development of engineering and computer science curricula (\$200,000 over three years; July 2016-present), for the Jobs for the Future GreenForce initiative (May-August,

2016), and the college's Service Learning/Financial Literacy initiative with Americorp Vista (February 2016-present).

Academic Division Director

Behavioral & Social Sciences Division
Naugatuck Valley Community College, Waterbury, CT
August, 2007 – September 2014

Chief administrator of the college's Behavioral and Social Sciences Division, consisting of one academic department, 5 associates degree programs, 8 academic disciplines, the Legislative Fellowship program, and the Child Development Center Laboratory School. Educational responsibilities include leading the division in curriculum, pedagogical, and faculty professional development and supervising the activity of 14 full-time and 60-80 adjunct faculty members, eight professional staff members and two clerical staff members. Administrative responsibilities include developing, submitting and managing the division's operating budget of approximately \$150,000 per year, recommending full- and part-time faculty hiring, conducting faculty evaluations, developing course and program offerings and schedules, and serving as the liaison between the division and college and Connecticut Board of Regents administrators.

Significant Activities & Accomplishments:

- Principal author (on behalf of the President) of the proposal (2008), annual continuous improvement plans (2008-2014), and Program Compliance Review self-study (2010) for the Carl D. Perkins IV Postsecondary and College Career Pathways grants from the Federal Government and Connecticut State Department of Education. Served as the College Career Pathways grant coordinator (2012-2014), including administration of the grant expenditures, facilitating CCP dual enrollment program with 15-18 high school partners, and organizing work-based experiential activities for students in career and technical education (CTE) programs. The college was funded by these grants for approximately \$1.4 million from FY2009-FY2015.
- Oversaw the comprehensive review and revision of the College Catalog (2010-2013) as Chair of the college's Catalog Review Committee. Substantive revisions included a complete relisting of all degree curricula to be more consistent with general education/core curriculum requirements, developing a common language for program requirements and electives, and ensuring that all academic information was accurate and consistent with current program requirements and college and system policies.
- Member of the college's NEASC accreditation self-study task force and Co-Chair for the Standard 6 (Students) subcommittee (2010-2012). Responsible for organizing the committee and working with multiple offices to gather, analyze, and synthesize the information needed to inform the college's descriptions and appraisals of admissions, financial aid, student activities, and academic support services and other retention initiatives, as well as making recommendations for projections for enhancing existing or adding new services for students.
- Led the Academic Unit in implementing enhanced scheduling practices college-wide (2009-2014), including reorganizing the college schedule pattern to expand days and times of course offerings, substantially reducing overloading students into courses, inter-divisional coordination of course offerings, and instituting yearlong scheduling. The Behavioral and Social Sciences Division achieved seat utilization rates exceeding 92% at least a year earlier than the college as a whole.
- Served as the point person for the campus' participation in the annual Connecticut State Employees Campaign for Charitable Giving (2009-2012). During my tenure as chair of the committee, NVCC led the community college system in the number of contributors and was among the top three campuses in total contributions (almost \$40,000 over 4 years).
- Initiated and led college's Service Learning initiative (2008-2014), including securing approvals from the Dean of Academic Affairs and the President, recruiting and training participating faculty, setting up service learning partnerships with community agencies, developing protocols for ongoing student support and initiative assessments and evaluations, and teaching psychology courses that incorporate service learning. A BSS faculty member presented nationally twice on her innovative theme-based approach to service learning.
- Served as Interim Division Director for the Arts & Humanities Division (2008-2009), consisting of English, Developmental English, English as a Second Language, Communications, Digital Arts, Modern Languages, Philosophy, and Visual and Performing Arts. Duties included supervising an additional 25 full-time faculty members, 125 part-time faculty members, and 3 professional staff members, and managing an operating budget of almost \$250,000 while chairing the search for the new Division Director. Instituted an "academic leadership team" within the division (made up of department chairs, program directors, and program coordinators), and provided recommendations to the President for reorganizing the division and its departments.
- Recognized with a Connecticut Community Colleges Merit Award (2009), Academic Affairs Certificate of Appreciation (i.e., "Person of the Year") (2012), and three times with a National Institute of Staff and

Organizational Development (NISOD) Excellence Award (2009, 2010, 2013) for meritorious service to the college.

Faculty Member

Norwalk Community College, Norwalk, CT
January, 2004 – July, 2007

Associate Professor of Psychology, promoted May, 2007

Assistant Professor of Psychology, September, 2005 – July, 2007

Instructor of Psychology, January, 2004 – August, 2005

Tenure-track faculty position in the Social and Behavioral Sciences Department. Responsible for teaching undergraduate courses in psychology (including Personal Growth & Adjustment, General Psychology I & II, Child Psychology, Adolescent Psychology, Social Psychology, Theories of Personality, Abnormal Psychology, and Human Sexuality) and college student development (including College Forum and Career Planning), and participating in department, college, and community relations committees.

Significant Activities & Accomplishments:

- Developed and successfully proposed three psychology courses (PSY 201 Lifespan Development, PSY 243 Theories of Personality & PSY 220 Educational Psychology);
- Served as the campus Chair of the campus Center for Teaching and as the Teaching and Learning Consultant (2006-2007), responsible for presiding over the campus committee that promoted faculty and staff pedagogical, professional, and personal development;
- Developed and organized the Spring Social Justice Series, consisting of 3 panels discussing social justice issues in February, March, and April (2006 & 2007).
- Served as campus Chapter President for the American Federation of Teachers (2005-2007), responsible for representing and advocating for constituents consistent with the collective bargaining agreement;
- Member of community groups based on campus, including Norwalk ACTS for Children and the Advisory Board of the Fairfield County Women's Center.

RESEARCH & CLINICAL PROFESSIONAL TRAINING

NIMH Research Fellow

Yale Child Study Center
New Haven, CT
July, 2001 – August, 2003

Post-doctoral fellowship funded by a National Institute of Mental Health (NIMH) Institutional Training Grant. Developed independent research program examining youth development and educational engagement, and subsequent policy implications. Training also included grant proposal writing and submission.
Advisors: James P. Comer, M.D. & Edward F. Zigler, Ph.D.

Post-Doctoral Fellow

Yale Child Study Center
New Haven, CT
September, 2000 – June, 2001

Participated in ongoing research at the Comer School Development Program, and consulted with client schools and districts regarding mental health interventions for students, improving school climate, and enhancing student academic and social functioning.
Supervisor: James P. Comer, M.D.

Pre-Doctoral Fellow

Yale University School of Medicine
New Haven, CT
July, 1999 – August, 2000

Fellowship based at the Dual Diagnosis Partial Hospital Program of the former Yale Psychiatric Institute (now the Yale-New Haven Psychiatric Hospital). Served as the primary clinician for adults diagnosed with psychiatric and substance use disorders. Responsibilities included co-leading relapse prevention, group therapies, and men's and aftercare groups, conducting intake and psychological assessments, treatment planning, and providing case management services.
Supervisors: Steve Martino, Ph.D. & Leslie Kurt, M.D.

Pre-Doctoral Fellow

Yale University School of Medicine
New Haven, CT
July, 1998 – June, 1999

American Psychological Association-approved pre-doctoral internship based at the Yale-New Haven Hospital. Served as the primary clinician during Inpatient, Anxiety Disorders, and Dialectical Behavior Therapy rotations in the inpatient unit, partial hospital, outpatient psychiatry clinic, and long-term psychotherapy program. Responsibilities included discharging primary clinical responsibility for severely mentally ill patients (including recommendations for and changes to medication regimens), conducting individual and group psychotherapy and psychoeducation, and case management.

Supervisors: George Davis, Ph.D., Donald Quinlan, Ph.D., Carolyn Mazure, Ph.D., & Malcolm Bowers, M.D.

Clinical Intern

Division of Child Mental Health
State of Delaware
August, 1994 - July, 1995

Provided consultation and assessment services for the state agency directly responsible for mental health services and policy in Delaware. Worked extensively in the areas of mental health and substance abuse program administration, implementation, and evaluation.

ADDITIONAL TEACHING & ACADEMIC EXPERIENCE

Adjunct Faculty

Behavioral & Social Sciences Division,
Naugatuck Valley Community College,
Waterbury, CT
January, 2008 – August, 2014

Part-time faculty member (in addition to full-time administrator duties), responsible for preparing and teaching courses in General Psychology I (17 courses) and Child & Adolescent Psychology (1 course), and Child Development (2 courses).

Adjunct Faculty

Behavioral Science Division,
Wilmington University,
New Castle, DE
September, 1995 – May, 1998

Part-time faculty member, responsible for preparing and delivering course lectures and examinations in General Psychology (1 course), Abnormal Psychology (1 Course), Applied Research Methodology (6 courses), Tests & Measurement (4 courses), and Seminar in Behavioral Science (2 courses).

Adjunct Faculty

Psychology Department,
University of Delaware, Newark, DE
June, 1993 – May, 1998

Independent Course Instructor responsible for preparing and delivering course lectures and examinations in Introductory Psychology (1 course), Personality Psychology (2 courses), & Abnormal Psychology (5 courses).

Teaching Assistant

Psychology Department,
University of Delaware, Newark, DE
September, 1993 - May, 1994

Teaching Assistant for undergraduate Sensation & Perception courses in the Fall and Spring semesters. Responsible for supplementing lecture instruction, running laboratory sections, and grading exams.

Research Advisor

Psychology Department,
University of Delaware, Newark, DE
June - August, 1992 & 1993

Advised three visiting undergraduate scholars at the Summer Research Institute for Minority Students held at the University of Delaware. Responsible for instructing students in research design, data entry, and statistical analyses, and supervising written and oral presentations of their research projects.

OTHER RELATED EXPERIENCE

External Evaluator

Concepts for Adaptive Learning
May, 2004 – August 2017

Conducting independent evaluations for a non-profit organization that provides computers, internet access, and technology training to economically disadvantaged students and families, and technology training to economically depressed Connecticut school districts. Also developed and updated all measures used to evaluate effectiveness of the trainings and to assess teacher and parent/guardian engagement with their students' academic.

**Program Analyst/
Research Consultant**

School Development Program (SDP)
Yale Child Study Center
New Haven, CT
September, 2001 - August, 2004

Responsible for conducting program evaluation in an SDP-affiliated school district, including facilitating administration of evaluation instruments, conducting both focus groups and interviews, analyzing results, writing reports, and consulting with school and central office personnel regarding interpretation and utilization of results to promote student and staff learning and development. Responsibilities also include assisting the Director of Program Evaluation in collecting and analyzing data from other districts, and reporting results to SDP administration.

Psychological Assistant

Office of Dr. Alvin L. Turner
Wilmington, DE

Registered Delaware Psychological Assistant. Served as the primary therapist and conducted psychological or forensic evaluations for children, adolescents, adults,

July, 1995 – April, 1998

and families. Also provided consultation to school districts and various community agencies.

School Counselor

Brookside Elementary School,
Christina School District (DE)
September, 1995 - June, 1997

School Counselor at a K-3 school with a student body of approximately 475 - 550 students. Counseled students and their families, and consulted with faculty and staff on student issues including classroom behavior, attention difficulties, anger management, social skills, divorce, grieving, and crisis intervention.

Resident Assistant

Division of Housing
University of Florida, Gainesville, FL
May, 1991 – August, 1991

Paraprofessional position in the Division of Housing and Residence Life. Responsible for two floors in the university's Beatty Towers during the summer session. Major responsibilities included organizing resident educational and social activities, performing administrative duties associated with students entering, living, and leaving their living space, and assisting with maintaining the physical plant.

Peer Counselor

Counseling Center
University of Florida, Gainesville, FL
October, 1989 - August, 1991

Paraprofessional position in the Division of Student Affairs. Facilitated individual and group sessions on Career Development, Academic Advisement, and facilitated workshops to enhance student personal growth and academic success (e.g., time and stress management, study skills). Served as **Assistant Director** (Fall, 1990), **Training Coordinator** (Spring, 1991), and **Academic Advisement Coordinator** (Spring & Summer, 1991).

OTHER ADMINISTRATIVE & ORGANIZATIONAL EXPERIENCE

Member, President's Cabinet, Nashville State Community College — July, 2017 – present

Member, Steering Committee, Nashville Talent Hub Initiative – October, 2017 – June, 2018; June, 2019 - present

Member, College Leadership Council, Nashville State Community College — August, 2018 – present

Member, General Education Steering Committee, Tennessee Board of Regents — November, 2018 – September, 2019

Member, Academic Subcouncil, Tennessee Board of Regents — July, 2017 – September, 2019

Member, President's Senior Leadership Team, Nashville State Community College — July, 2017 – September, 2019

Member, President's Cabinet, Housatonic Community College — August, 2015 – October, 2016

Member, Critical Incident Response Team, Housatonic Community College — November, 2015 – October, 2016

Co-Chair, Enrollment Processes Committee, Housatonic Community College — January, 2015 – June, 2016

Member, Construction Committee, Housatonic Community College — July 2015 – February, 2017

Member, Campus Public Art Selection Committee, Housatonic Community College — March, 2016 – December, 2016

Member, Academic Council, Connecticut State Colleges and Universities (CSCU) — August, 2015 – November, 2016

Member, President's Administrative Team, Housatonic Community College — August, 2015 – November, 2016

Member, Facilities Master Planning Committee, Housatonic Community College — January, 2015 – May, 2016

Member, Public Act 12-40 (Developmental Education Reform) Advisory Council, Connecticut State Colleges and Universities (CSCU) — September, 2015 – May, 2016

Advisor, Phi Theta Kappa (Chi Rho Chapter), Housatonic Community College — November, 2014 – October, 2015

Coordinator, College Career Pathways, Naugatuck Valley Community College — August 2012 – September, 2014

Member, Student Affairs Committee, Naugatuck Valley Community College — August, 2013 – September, 2014

Member, Critical Incident Management Team, Naugatuck Valley Community College—October, 2012 – September, 2014

Chair, College Catalog Review Committee, Naugatuck Valley Community College — July, 2010 – August, 2013

Co-Chair, NEASC Self Study Standard Committee (Standard 6 – Students), Naugatuck Valley Community College — October, 2010 – November, 2012

Member, Sexual Offender Registry Review Team, Naugatuck Valley Community College — July, 2010 – September, 2014

Chair, Connecticut State Employees Charitable Giving Campaign for Naugatuck Valley Community College — 2009, 2010, 2011, 2012

Member, Institutional Planning Committee, Naugatuck Valley Community College — November, 2009 – June, 2012

Co-Chair, Division Director Council, Connecticut Community Colleges — June, 2010 – June, 2012

Member, Curriculum and Educational Affairs Committee, Naugatuck Valley Community College — September, 2009 – August, 2011

Director & Organizer, Service Learning Initiative, Naugatuck Valley Community College — October, 2008 – present

Member, Institutional Outcomes Assessment Subcommittee (subcommittee of the Institutional Planning Committee) — November, 2008 – November, 2009

Member, Strategic Planning Subcommittee (Academic Excellence), Naugatuck Valley Community College – 2008-09
Member, Academic Standards Committee, Naugatuck Valley Community College – 2007-08 & 2008-09
Member, Website Redesign Oversight Committee, Naugatuck Valley Community College – September, 2007 – October, 2008

Chair, Center for Teaching – Norwalk Community College, 2006-2007

Member, Center for Teaching – Norwalk Community College, 2005-06 & 2006-07

Originator and Coordinator, Inaugural and 2nd Annual Spring Social Justice Series – Norwalk Community College, 2006 & 2007

Member, Committee for Diversity and Inclusion, Norwalk Community College – 2005-06 & 2006-07

President, NCC Chapter of the American Federation of Teachers (AFT), Norwalk Community College – 2005-06 & 2006-07

Chair, Promotion Committee, Norwalk Community College – 2005-06

Member, Academic Standards Committee, Norwalk Community College – 2004-05, 2005-06 & 2006-07

Treasurer, NCC Chapter of the American Federation of Teachers (AFT), Norwalk Community College – 2004-05

Member, Technology Committee, Wilmington University, New Castle, DE – 1997-98.

Member, Strategic Planning Committee, Brookside Elementary School, Newark, DE – 1996-97.

Member, Psychology Department Convocation Committee, University of Delaware – 1995-96.

Graduate Representative, Psychology Department Executive Committee, University of Delaware – 1993-94.

EDITORIAL EXPERIENCE

Invited Reviewer, Contemporary Psychology: APA Review of Books

Ad Hoc Reviewer, Journal of Black Psychology

Invited Reviewer, Journal of the American Academy of Child and Adolescent Psychiatry

Invited Reviewer, Worth Publishers

Invited Reviewer, Thomson-Wadsworth Publishers

PUBLICATIONS

Jones, J. M., & **Brown, W. T.** (2005). Any time is Trinidad time!: Cultural variations in the value and function of time. In A. Strathman and J. Joireman (eds.) *Understanding behavior in the context of time: Theory, research, and application* (pp. 305-323). Mahwah, NJ: Lawrence Erlbaum.

Brown, W. T. (2005). Serving two masters: The dilemma of genuine school reform. [Review of the book *Psychological theory and educational reform: How school remakes mind and society*]. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44, 204-205.

Brown, W. T., & Jones, J.M. (2004). The substance of things hoped for: Future temporal orientation, minority status perceptions, and academic engagement and performance of African American high school students. *Journal of Black Psychology*, 30, 248-273.

Brown, W. T., & Joseph, S. (2004). The student and staff support team and the coordination of student services. In J. P. Comer, E. T. Joyner, & M. Ben-Avie (Eds.), *Transforming school leadership and management to support student learning and development* (pp. 127-147). Thousand Oaks, CA: Corwin Press

Brown, W. T., & Werner, R. (2004). The students have ruled: School should not hurt. In J. P. Comer, E. T. Joyner, & M. Ben-Avie (Eds.), *Transforming school leadership and management to support student learning and development* (pp. 155-162). Thousand Oaks, CA: Corwin Press.

Brown, W. T., & Ben-Avie, M. (2003). Training our sights: Developing after-school programs and the children they serve. [Review of the book *Building effective afterschool programs*]. *Contemporary Psychology: APA Review of Books*, 48, 372-374.

MEASURES DEVELOPED & MAJOR REPORTS WRITTEN

Brown, W. T. (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017). *Integrating Technology in Teaching (ITT) Program: Final evaluation report*. New Haven, CT: Impact Analysis & Strategies Group.

Brown, W. T. (2005, 2006, 2007, 2008, 2009). *Parents Technology Cascade and Training: Final evaluation report*. New Haven, CT: Impact Analysis & Strategies Group.

Brown, W. T., & Emmons, C. E. (2005). *Orange Township (NJ) public schools' partnership with the Comer School Development Program: Summative evaluation report*. New Haven, CT: Yale Child Study Center.

Ben-Avie, M., **Brown, W. T.**, & Steinfeld, T. R. (2004). *The learning and development inventory (High school version)*. New Haven, CT: Yale Child Study Center.

Ben-Avie, M., **Brown, W. T.**, & Steinfeld, T. R. (2003). *The learning and development inventory (Middle school version)*. New Haven, CT: Yale Child Study Center.

Brown, W. T., & Emmons, C. E. (2002). Orange Township (NJ) public schools' partnership with the Comer School Development Program: Contextual analysis and formative evaluation report. New Haven, CT: Yale Child Study Center.

Ben-Avie, M., **Brown, W. T.**, Ensign, J., White, J., & Sartin, L. (2001). *Learning and development among high school students*. New Haven, CT: Yale Child Study Center.

Brown, W. T. (2000). *The academic habits questionnaire for high school students*. Newark, DE: University of Delaware.

RESEARCH PRESENTATIONS

Brown, W. T., & Jones, J.M. (2003, August). *Temporal orientation and African American students academic engagement and performance*. Poster session presented at the 111th annual convention of the American Psychological Association, Toronto, Ontario, Canada.

Brown, W. T. (2000, November). *Seeing beyond: Temporal orientation, academic engagement, and achievement among African American high school students*. Colloquium presented at the Yale Child Study Center, New Haven, Connecticut.

Jones, J. M., Lasane, T. P., & **Brown, W. T.** (1997, August). *The future is now: How racial identity and temporal orientation influence school achievement*. Paper presented at the 105th annual convention of the American Psychological Association, Chicago, Illinois.

Brown, W. T. & Simons, R. F. (1996, August). *Ethnic identity and attitudes toward school: A mediational model of influence on African American students' academic performance*. Poster session presented at the 104th annual convention of the American Psychological Association, Toronto, Ontario, Canada.

WORKSHOPS, TRAININGS & PRESENTATIONS

Brown, W. T. (2015, March). *Moving forward and forward moving: How can the HCC Academic Unit enhance student retention, completion, and success?* Presentation at the Faculty Meeting, Housatonic Community College, Bridgeport, Connecticut.

Brown, W. T. (2014, October). *Destination: Graduation – An HCC initiative to enhance student success, retention, and completion*. Presentation to the President and Administrative Team, Housatonic Community College, Bridgeport, Connecticut.

Brown, W. T. (2014, June). *From education to transformation*. Featured speaker at the “Principal to President” awards ceremony, Naugatuck Valley Community College, Waterbury, Connecticut.

Brown, W. T. (2013, September). *Two roads in a yellow wood: Reflecting on ethical dilemmas in teaching and classroom practice*. Workshop for the Naugatuck Valley Community College Behavioral & Social Sciences Division 2nd Annual Teaching-Learning-Persistence-Attainment Retreat, Naugatuck, Connecticut.

Brown, W. T. (2013, January). *Turning expectations into success*. Featured speaker at the Spring 2013 New Student Orientation, Naugatuck Valley Community College, Waterbury, Connecticut.

Brown, W. T. (2012, September). *Magicians, warriors, sages, and jesters: archetypes and fueling your love for teaching*. Workshop for the Naugatuck Valley Community College Behavioral & Social Sciences Division Inaugural Teaching-Learning-Persistence-Attainment Retreat, Centerville, Connecticut.

Brown, W. T. (2011, May). *From Ivey Lane to Ivy League*. Featured speaker at the “Principal to President” awards ceremony, Naugatuck Valley Community College, Waterbury, Connecticut.

Brown, W. T. (2009, March). *Barking up the wrong tree?: Joint intentions and the primary prevention of academic dishonesty*. Workshop for the Naugatuck Valley Community College Center for Teaching, Waterbury, Connecticut.

Brown, W. T. (2007, October). *Habits of highly effective people*. Workshop for the Norwalk Community College Student Leadership Weekend Retreat, Rocky Hill, Connecticut.

Brown, W. T. (2007, April). *Rolling the rock uphill: The social psychology of resisting injustice*. Symposium presentation at the 2nd Annual Spring Social Justice Series, Norwalk Community College, Norwalk, Connecticut.

Brown, W. T. (2006, October). *Standing out and standing up: Discovering your strengths and fulfilling your leadership potential*. Workshop for the Norwalk Community College Student Leadership Weekend Retreat, Rocky Hill, Connecticut.

Brown, W. T. (2006, October). *From pride to prejudice: The psychology of racism and segregation*. Presenter at the 3rd Annual History Symposium, Norwalk Community College, Norwalk, Connecticut.

Brown, W. T. (2006, May). *You are not too young to make a difference*. Keynote address delivered at the Barrett Traditional Middle School (Louisville-Jefferson County, KY) Eighth Grade Awards (Commencement) Ceremonies.

Brown, W. T. (2006, April). *Scholarly publications: Opportunities for textbook publishing*. Symposium presentation at the 10th Annual Academic Festival, Norwalk Community College, Norwalk, Connecticut.

Brown, W. T. (2006, April). *Crabs in a barrel and difficult conversations: Challenges to achieving social justice for everyone*. Symposium at the Inaugural Spring Social Justice Series, Norwalk Community College, Norwalk, Connecticut.

Brown, W. T. (2006, February). *A primer on prejudicial thinking: Current psychological perspectives*. Symposium presentation at the Inaugural Spring Social Justice Series, Norwalk Community College, Norwalk, Connecticut.

Brown, W. T. (2005, April). *A special day, a special place, a special man*. Faculty Speaker at the Inauguration of President David Levinson, Norwalk Community College, Norwalk, Connecticut.

Brown, W. T. (2005, April). *Throw psychology out the window: What Freud and Skinner can't teach you about parenthood*. Featured speaker at the "Taste of Education" community luncheon, Norwalk Community College, Norwalk, Connecticut.

Brown, W. T. (2005, March). *Learning about learning styles*. Workshop session for student and staff tutors of the Norwalk Community College Tutoring Center, Norwalk, Connecticut.

Brown, W. T. (2005, March). *Influence of teaching orientation on teaching styles and practices*. Workshop presented to the Norwalk Community College Center for Teaching, Norwalk, Connecticut.

Brown, W. T. (2004, December). *Back to the future: A commentary on the future of education reform*. Panelist at the No Child Left Behind Symposium sponsored by the NCC Lifetime Learners Institute and the Norwalk Chapter of the NAACP, Norwalk, Connecticut.

Brown, W. T., & Crenshaw, T. (2003, June). *Context, community, and identity: Counselors' roles in promoting the development of LEAP children*. Cultural competence training for counselors of the Leadership and Athletics Partnership (LEAP), New Haven, Connecticut.

McLaughlin, M., & **Brown, W. T.** (2003, October; 2002, March; 2001, November). *The student and staff support team*. Workshop presented at the School Development Program National Leadership Academy, Yale Child Study Center, New Haven, Connecticut.

Brown, W. T. (1996, May). *Operating in a cultural context: The roles of CASA volunteers*. Training session for the Court-Appointed Special Advocates, Family Court of the State of Delaware, Newark, Delaware.

Brown, W. T. (1995, September). *Tips for a successful teaching assistant experience in the social sciences*. Workshop session for the University of Delaware 1995 Annual Conference for Graduate Teaching Assistants, Newark, Delaware.

Turner, A. D., & **Brown, W. T.** (1995, June). *The role of the educator in Black students' quest for identity*. Diversity training for the Laurel School District, Sussex County, Delaware.

PROFESSIONAL, ACADEMIC & COMMUNITY AFFILIATIONS

Member, Phi Kappa Phi Academic Honor Society (Member #10600390) — 1991-present

Member, Board of Directors, National Association of Career and Technical Education Information (NACTEI) — 2014-present; **Program Chair**, 2019-present

Member, Higher Education Research & Development Institute (HERDI) — 2019 – present

Evaluator, New England Association of Schools and Colleges (NEASC) — 2014-2017

Advisor, Phi Theta Kappa (Chi Rho Chapter) (Member #2863517) — 2014-2015

Member, American Psychological Association (Member #8051-0879) — 1996-2014

- **Member**, Society for the Teaching of Psychology (APA Division 2) — 2005-2014
- **Member**, Educational Psychology (APA Division 15) — 2006-2014

Member, Board of Directors, Boys and Girls Village of Connecticut — 2004-2016

Member, Waterbury Bridge to Success Community Council — 2009-2014; **Chair**, Workforce Development Subcommittee — 2009-2014

Member, Board of Directors, Connecticut Academy for Education in Mathematics, Science, and Technology — 2003-2009; **Academy Fellow**, 2009-2011

Member, Fairfield County Women’s Center Advisory Board — 2005-2007

Member, Norwalk ACTS for Children Community Collaborative— 2004-2007

Member, School Health Task Force, State of Connecticut Department of Education – 2003-2004

Fellow, Edward Zigler Center for Child Development and Social Policy, Yale University – 2001-2004

Volunteer, Survivors of Sexual Offense Support Group (SOS), University of Delaware – 1992 & 1993

PROFESSIONAL LICENSES & CERTIFICATES

Licensed Psychologist, State of Connecticut (License #002531) – 2004-2017

AVOCATIONAL CERTIFICATES & AFFILIATIONS

SCUBA Diver – National Association of Underwater Instructors (NAUI) – (certified November, 2002)

Advanced SCUBA Diver – Professional Association of Diving Instructors (PADI) – (certified July, 2005)

LEADERSHIP TRAINING & SIGNIFICANT PROFESSIONAL DEVELOPMENT ACTIVITIES

Complete Tennessee Leadership Institute (2018-2019) – Complete Tennessee/State Collaborative on Reforming Education (SCORE)

Bassadur Complex Problem-Solving & Strategic Planning Training (2019) – Nashville State Community College/Getto Group, LLC

Schwab Institute for Academic Leadership (2008-2012, 2014-2017) – Connecticut Community Colleges Center for Teaching

Leadership Academy for African American Mid-Level Managers (2010) – American Association of Community Colleges – National Council of Black American Affairs

Community College Leadership Academy (2007) – Connecticut Community Colleges Council of Presidents

General Education Institute (2019) – American Association of Colleges & Universities

DREAM Conference (2016, 2019) – Achieving the Dream

Talent Hub Learning Lab (2019) – Jobs for the Future/Lumina Foundation

COMBASE Annual Conference (2019) – Community-Based (COMBASE) Solutions Consortium

Annual Meeting (2019) - Higher Education Research Development Institute-Southern Conference (HERDI-South)

Annual Meeting (2019) - Higher Education Research Development Institute (HERDI)

Annual Convention (2017, 2018) – Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)

Kickoff Orientation (2018) – Achieving the Dream

Lumina Talent Hub Convening (2018) – Lumina Foundation

High Impact Practices - Convening of the States (2018) - Lumina Foundation, National Association of System Heads (NASH)

Knowledge Exchange on Undergraduate STEM Education (2016) – White House Office of Science and Technology Policy, U.S. Department of Education & Subcommittee on Federal Coordination in STEM Education

Convening of the States (2015) – Complete College America

Leadership Conference (2015) – Apple Computer

Evaluators Workshop (2014, 2016, 2017) – New England Association of Schools & Colleges (NEASC)

Annual Convention (2013-2019) – National Association for Career & Technical Education Information (NACTEi)

Accreditation Self-Study Workshop (2009) – New England Association of Schools & Colleges (NEASC)

International Conference (2008) - Community College National Center for Community Engagement (CCNCCE)

SCHOLARSHIPS, HONORS & AWARDS

YMCA (Louisville)/Brown-Forman Corporation Black Achievers Scholarship (1987-91)

National Merit Finalist (1987)

National Merit Achievement Scholarship (1987-91)

University of Florida Presidential Scholarship (1987-91)

University of Delaware Minority Graduate Fellowship (1991-92 & 1992-93)

National Institute of Health Ruth L. Kirschstein National Research Service Award (2001-02 & 2002-03)

State of Kentucky Governor's Scholar (1986)

Beta Eta Sigma, University of Florida Chapter. Inducted October, 1989.

National Residence Hall Honorary, University of Florida Chapter. Inducted April, 1990.

Phi Kappa Phi Academic Honor Society. Inducted October, 1991.

Kappa Beta Delta, International Business Honor Society. Inducted as Honorary Member May, 2018

National Society for Leadership & Success. Inducted as Honorary Member, May 2019

Jefferson County (KY) Public Schools Dr. Martin Luther King, Jr. Award (1986)

Waggener High School/Jefferson County (KY) Kiwanis Club Service Award (1987)

University of Florida Counseling Center Outstanding Minority Student Award (1990)

University of Florida Presidential Award (1990 & 1991)

University of Florida Inter-Residence Hall Association "Silver Card" Lifetime Award (1991)

University of Florida Division of Housing Minority Student Recognition Award (1991)

University of Florida Student Affairs Ann Q. Lynch Service Award (1991)

African Methodist Episcopal Church School (Wilmington District) Recognition Award (1996)

Bethel African Methodist Episcopal Church (Wilmington, DE) Service and Ministry Award (1996)

Immanuel Missionary Baptist Church (New Haven, CT) Rev. John Jasper Service Award for Christian Education (2003)

Marquis Who's Who in America, 61st Edition (2007) and Empire Who's Who Executive and Professional Registry (2007)

Connecticut Community Colleges Merit Award (2009)

Naugatuck Valley Community College Academic Affairs Certificate of Appreciation (i.e., "Person of the Year") (2012)

National Institute of Staff and Organizational Development (NISOD) Excellence in Teaching and Educational Leadership Award (2009, 2010 & 2013)

REFERENCES

Available upon request.