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Dear Search Committee,

I am applying for the position of dean of the College of Business at Western Carolina University (WCU). I believe that my experience as a faculty member and associate dean in the College of Business at The University of Rhode Island (URI), as well as my industry management positions have prepared me for the position of dean. I am currently jointly responsible for executing the 2018-2023 mission and vision of the college. As dean of the Business college, I will lead faculty and staff to create and execute a vision and mission that leads to a diverse community of scholars, with empowered faculty and staff who collaborate to create innovative programs. Since change can be threatening, the job of the dean and leadership team is to attract sufficient resources to support change. My vision is to attract resources that involves creating a broader community of business leaders and non-profits working together with students and faculty to solve real problems. Many of these businesses pay for the college services which support additional faculty compensation and research. Raising resources from the college's alumni network and applying for grants are also necessary, but insufficient in today's competitive environment. This network helps feed the growth in the number of business students each year. As part of the leadership team at Western Carolina who assists the president in creating a new mission and vision, I would encourage the use of language that not only expresses the expected outcomes but that also recognizes the stakeholders that can benefit from WCU. In the mission and vision for the College of Business, these benefits would be expressly recognized. My vision is to link all outcomes to an eventual return on resources through a clear value proposition to the people of western North Carolina, the State, the United States, and to those serve the broader global community. While I have lived in New England, I am originally from Atlanta where I lived until I began graduate school at Clemson University.

Another element of my vision is to increase faculty and staff diversity. In my role chairing the last two staff searches we were able to attract two top African-American candidates. One earned the position of the Asst. Administrative Officer to the Associate Dean, while the other is our new Assistant Dean. The student demographic in the US is changing and the programs and faculty must adapt to meet the new demand.

The shared governance at URI is strong and involves all facets of my job with faculty. As the dean's liaison to the Undergraduate Curriculum Committee and the Undergraduate Assessment Committee, I oversee the administrative relationship between the college and the Faculty Senate. They review and approve all curriculum, as well as assessment, across the university. URI is an AAUP union shop. Even the part-time faculty at URI are unionized. Shared governance is not simply a concept at URI, it is enforced through union contracts. However, I feel very comfortable in a shared governance environment whether working directly with faculty or through a union.

It is my intention to grow the College of Business at WCU with increasingly higher-quality students. At URI, the business school has received increased budgets each year, while State support has continued to decline. The growth is partially due to the collaboration with other colleges within the university. We have collaborated with other programs such as Oceanography, Arts & Sciences, Engineering, and Resource Economics. I heavily support these joint programs because they strengthen our community and increase the opportunities to

engage with local organizations, including high schools. I want to make it clear that all of my responsibilities are also those of the dean, who has delegated responsibilities to me. All of my successes are attributable to team efforts across many stakeholders including alumni, local organizations, faculty, staff, and students. I will discuss how we accomplished this in the following narrative.

In my role, I am jointly responsible with the area coordinators for managing 82 fulltime business faculty and 2,272 business undergraduate students. This has led to a consistent growth in undergraduate enrollment and budget allocations during my tenure, which is atypical for most business schools nationwide. The vast majority of this growth is from out-of-state students which comprises 70% of the business student body. To strengthen the scholarly community, we have transitioned much of the decision-making process from individual administrators to faculty and student committees and teams, which is strengthening the culture of community. This is extended to the student body where students participate in a lunch-time program called "Meet-the-Dean". Since the dean often travels, I usually represent him at these meetings.

The enrollment in the business undergraduate programs have grown from 1,200 students in 2005, to 2,272 students by the Fall of 2019. However, as associate dean I am also committed to student excellence in both performance and character. To support continued growth in both quality and quantity of students, I developed new business pathway programs between the community college and URI. These activities increased the number of transfer students with 3.0 GPAs and higher into the college by 60 per year. In addition, I revised the external and internal transfer policies which have added another 40 students per year with high GPAs and strong quantitative skills. These changes have led to the largest incoming Freshman business class in URI history, with over 600 entering Fall 2019, and the greatest number of transfer students in 5 years with strong academic performance above 3.0 GPAs.

As part of the leadership team, I lead the integration of the 9 academic areas and three colleges. Three academic areas were started under my tenure. In 2003, the faculty voted to refer to themselves as "areas" instead of departments. This means that all undergraduate faculty report to the associate dean of undergraduate programs, working with area coordinators to support effective course scheduling, curriculum development, instructional improvement, professional development, and service opportunities that includes community engagement. As the area coordinator for supply chain management I led the development of the PhD program, MBA concentration, and much of the Masters of Science degree in supply chain. I also developed the first proposal for a Doctorate in Business Administration (DBA) separate from our PhD program. I lead the AACSB International (Association to Advance the Collegiate Schools of Business) Assurance of Learning assessments each year and was in charge of the 2018 review team visit.

The three academic majors added under my tenure are Supply Chain Management, Business Analytics and Artificial Intelligence, and Innovation and Entrepreneurship. As a new assistant professor, I was tasked with creating a new undergraduate, masters, and PhD program in Supply Chain Management. Given that the greater Boston area is a tough academic market, the programs had to compete in a niche market. Instead of simply copying another supply chain program, we met with leaders from CVS Health, Natick Labs, Citizens Bank, Hasbro, TJX Corporation, Vibco Vibrators, Amgen, etc. to determine the skill sets needed in new supply chain management graduates. I led student teams to the top supply chain oriented conferences such as the Association for Supply Chain Management (ASCM/APICS) and the Council of Supply Chain Management Professionals (CSCMP). The program has grown to over 200 students and considered one of the most successful new business programs in recent history. The diverse supply chain faculty include military veterans, women, Asian, and Moslem members. They are the most collaborative area in research and curriculum development.

The second new program, the Innovation and Entrepreneurship (INE) major, began in Spring 2018. It has attracted 43 students in just one year that were not cannibalized from other business majors. I led development of the curriculum and the administrative processes to earn approval by the Faculty Senate. The third major, Business Analytics and Artificial Intelligence (BAI), will be launched in 2020. Working with the area coordinator, I developed the courses in the major and minor and managed the administrative processes for the Faculty Senate approval.

I support the work of the Promotion and Tenure, and the Fulltime Lecturer Review Committees to provide workload and teaching effectiveness analytics to evaluate faculty portfolios. As a faculty member, I served on the committees for four years and evaluated over 300 portfolios. After committee evaluations were complete, I was tasked with writing the promotion, tenure, and reappointment recommendation letters for the supply chain faculty to the dean. I allowed the faculty to review these letters before going to the dean to avoid incidental mistakes in documentation and unpleasant surprises for faculty related to their performance in teaching, research and service.

To encourage faculty improvement in teaching, research, and service I led the development of a new workload policy that incorporates the AACSB International standards, teaching workload, and research productivity in one set of metrics. It standardizes service requirements to allow differentiation in teaching load based on research. The unique feature is that it addresses the notion that teaching is viewed as punishment by many faculty by providing incentives to encourage faculty to choose one of 4 levels of different workloads. It considers credit-hours-generated in addition to the number of courses. The dean will meet annually with each faculty member to agree on a workload based on the criteria in the policy and their interest.

As part of the Dean's Leadership Team, I occasionally represent the dean at the Provost's Dean's Council, which requires me to report and negotiate on behalf of the college. This group represents every academic unit on campus and encourages policies and programs that are cross-disciplinary. As part of this responsibility, I gather the requests for new resources from the area coordinators and program managers and generate budget justification documents to support the college's annual request. I also accompany the dean to the budget negotiation meetings along with the other associate dean and the business manager. As a result, we have always been awarded our most important budget requests each year. I also manage non-budgetary financial resources such as the student scholarship program and oversee many of the foundation accounts.

I am jointly responsible for initiating and implementing college policies related to curriculum, academic standards, student admissions and dismissals, and activities related to student success. I must personally approve all of these requests. I am leadership liaison to the faculty-led Undergraduate Curriculum Committee that reviews all curriculum changes on behalf of the faculty and dean, and reviews all student grade appeals. In this role, I lead the AACSB assessments each semester and the Assurance of Learning program with a committee. I lead a team of academic advisers who execute the college curriculum policies by communicating and/or meeting with students proactively to prevent issues. As part of these responsibilities I approve all college program changes, grade changes, independent studies, and study-abroad courses. I also set the domestic transfer policies for courses and students to support the mission and vision of the college. This includes participating in the development of a new mission and vision and the college's first comprehensive Five-Year Strategic Plan in recent history. This was evaluated as part of the AACSB International accreditation review process in 2018, which I managed. The compelling part of the plan is the dean's vision of 100% of our graduating students having at least one job offer or acceptance to graduate school, (including military and humanitarian options) prior to graduation. This includes developing programs that provide starting salaries that are at, or above, the market rate while working in a student's respective field of study (a.k.a. in-field and at market rates). This is a bold vision considering the college is growing 3% per year.

I am currently responsible for student success and staff supervision. These programs traditionally go to the Assistant Dean; however, the assistant dean left her position 5 months ago. Since that time I have led a team to cover both positions, plus chaired the Asst. Dean's and Asst. Administrative Officer search committees. This has allowed me to participate in all decisions made by a dean. This includes managing the growing issues of mental health and dysfunctional families that affect students in ways never before imagined. With a dual perspective, I have led the development of policies and techniques to manage students. They have increased the effectiveness of student success programs which led to an increase in the quality of students as well as student life in the college, as reported by the faculty. The development of the professional and administrative staff is often overlooked so I supported activities to improve the morale and work-life balance for the staff during this transition period. This required strong listening skills, empathy, and a sincere desire to improve work-life balance.

Diversity includes different gender identification, political, cultural, ethnicity, religious views, lifestyle, language, communication preferences, and different perspectives on the role of leadership. As a result, we have recruited business faculty that speak a collective 32 different languages. URI has been a place where diversity has strengthened the student, faculty and staff experience. As the search committee chair for 2 recent searches for an Asst. Administrative Officer and Assistant Dean, we filled both positions with highly-qualified African-American women.

However, the greater the level of diversity the greater the need for awareness and clear communication. I have created a model of active listening and faculty feedback initiatives based on my teaching, research, and consulting experience in 12 countries that include China, Korea, Hong Kong, Taiwan, Japan, Germany, France, Italy, Belgium, India, Kuwait, and Saudi Arabia. The model is simple: 1) Test important communication from the dean's office on a small group prior to general distribution; 2) Ask for feedback on how the test group interpreted the communication; and 3) Facilitate a feedback mechanism to allow comments. This minimizes the opportunity for misinterpretation from a diverse community.

A primary job of a dean is to find new sources of funding to support student scholarships and faculty initiatives in teaching and research. The associate deans are not directly responsible for fund raising, however I have fund raising from my industry experience and area coordinator's position. Traditionally, deans meet with alumni and business leaders and ask for funding to support the college's mission and vision. Prior to my academic career, I was a business manager for a large non-profit. I was in charge of fund-raising for my last two years on staff. As part of this position, I adapted a simple, new fund-attracting model that recognizes that anyone who spends money, regardless of the purpose, wants three questions to be answered prior to committing. The questions are: 1) If I donate the funds, who is benefited? 2) If I don't donate the funds, what will happen? and 3) How much will it cost to achieve the desired benefit? Using this method, we raised millions of dollars for the church and I used it successfully as area coordinator to fund \$50,000 in scholarships, faculty and student research. As associate dean, I supported several fund raising efforts including the recent \$15 Million donation to the college for a chaired professorship and to financially support student internships.

To support attracting funds, I led the development of training and education programs for private and public organizations in New England. It is important to any contemporary business school to reach out to the community and local business and non-profit organizations. In fact, there is more money to be made in helping local companies improve performance than in only asking alumni for funds. I currently support a scholarship at my alma mater through a charitable donation, but as a business owner I would be willing to pay more to a university to help solve my business problems. I have had success in fund-attracting prior to academia and I support my current dean on fund-raising initiatives, as well as develop external partnerships with organizations who pay for process improvement training. These programs net funds back to the college. Of course, faculty

who participate in these programs receive additional compensation that can reach up to 50% of their normal salary. As dean of the WCU College of Business, I will continue to engage local organizations to create value-added curriculum, funding opportunities for faculty and students, and to promote the college so that graduates earn increasingly higher-paying jobs and better opportunities.

Grants for teaching and research are also an important part of raising funds. As a Carnegie-Class, Research 2 University, faculty research must be nurtured. We provide administrative support for grants because during my tenure I've applied for over \$3 Million (USD) in grants and was awarded over \$866,000. Many donors are also willing to support research if it is properly presented. At each of our college advisory committee meetings, we have a faculty present their research. If it involves a student, those are given priority for funding. This has resulted in an improvement in faculty-student research.

Lastly, the college has several programs to engage the Rhode Island community. The first is the college's Dean's Advisory Council. The members in this group are successful alumni who have achieved major leadership roles in top companies, non-profits, and government. At the area level, the accounting program has had an advisory council since 1995, but I started an advisory council for the Supply Chain Area in 2006. Since then, the dean has encouraged most college programs to create advisory councils specific to their majors. This has served as an outlet to extend the college's influence and visibility across the state. The individuals have helped raise program funds, created internships and jobs for students, advised on curriculum, and broadened the college's network beyond alumni. These programs use classroom projects to solve problems for local non-profits. As area coordinator, I led the first formal program, outside of accounting's VISTA program, to engage businesses through a Lean Six Sigma (formalized process improvement) course for students and managers. Over 90% of the time, the companies implement the student team's recommendations and thus raise the profile of the major and college. This has led to creating a strong reputation for the college throughout the state and region.

I am confident that my education and experience as a faculty member, area coordinator, associate dean as well as a fund-raiser in a non-profit and an industry manager has prepared me for the dean's position in the College of Business at Western Carolina University. My vision is to lead a team of faculty and staff to create a culture of scholarly development that supports engagement in the broader community while embracing diversity. My goal is to attract resources by engaging the community of businesses and organizations to create and support innovative curriculum that attracts great students and helps them earn great jobs. The resources are needed to support underprivileged students, excellent faculty teaching, research, and service.

Thank you for the opportunity to apply for this position. I look forward to hearing from you in the near future and will be happy to provide further information.

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