

Michelle R. Howard- Vital, Ph. D.

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Senior Fellow
American Association of State Colleges and Universities
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II. Education

<u>Institution</u>	<u>Concentration</u>	<u>Years</u>	<u>Degree</u>
University of Illinois at Chicago	Public Policy Analysis	1978-1983	Ph.D.
University of Chicago	English Education	1974-1975	M.A.T.
University of Chicago	English Literature	1970-1974	B.A.

III. Accomplishments in Academia:

Past Position: President of Cheyney University of Pennsylvania, 2007-2014.

I completed my seventh year as president of Cheyney University of Pennsylvania (CU), a small but valuable liberal arts institution with approximately 1300 students enrolled in under-graduate, graduate, and part-time programs. CU offers a few master's degree programs and is one of the fourteen Pennsylvania State System universities. At Cheyney University, we are working as a University community (faculty, alumni, stakeholders, Trustees, and others in our extended community of interest) to increase retention through the University College, develop academic centers of excellence, identify niche academic areas that respond to the needs of the region, and generate sources of revenue through increased enrollment, resource development, and entrepreneurial ventures.

The institution's motto is "Access, Opportunity and Excellence." Cheyney University of Pennsylvania is an historically black university and the first such institution of higher learning in America. We celebrated its 175th Anniversary last year. It has a legacy of producing outstanding leaders for the Commonwealth, the nation, and the world.

Accomplishments:

As a university community, we have accomplished the following during my tenure: 1) completed successful Middle States *Self-Study* and site-visit (2014); 2) built a 400-bed residence hall - \$44 M; 3) completed construction of a new science center \$20 M; 4) developed revised strategic plan and design for self-study; 5) implemented the University College model to improve retention and progression towards graduation; 6) developed an institutional advancement plan and increased alumni giving; 7) secured \$ 4 M in funds from legislative bills to support strategic goals on campus; 8) completed substantial renovations of honors residence hall \$5M; 9) renovated a music hall; 10) obtained approval for two new academic degree programs and several minors; 11) constructed safety and security elements and improved overall attractiveness of campus (new lights, fencing, security gates, cameras, etc.); 12) implemented One Card security system for student services; 13) improved media promotion campaign to build a more marketable CU brand (*Cheyney University Magazine*, *Vital Communications* newsletter, more aggressive marketing; and use of social media to communicate with students); 14) attracted a more talented pool of administrative leaders and faculty; 15) expanded community of stakeholders for the University; 16) significantly increased faculty productivity; 17) implemented infrastructure changes to increase efficiency of the University; and 18) introduced the concept of *centers of excellence* to highlight academic expertise, interdisciplinary collaborations, and opportunities for public service and grants.

Prior Position: Interim Chancellor for Winston-Salem State University (2006-2007)

Winston-Salem State University is a public, master's-level institution in Winston-Salem, North Carolina, with approximately 6,000 students. It is one of the 16 universities in The University of North Carolina system.

As Chancellor, I provided leadership and fiscal oversight for the overall university. I was also a necessary participant in the economic and social development of the Triad region by serving as university resource on numerous county and city collaborations.

Accomplishments:

During the 2006-2007 academic year, we 1) increased earnings 30 percent for University Advancement from foundations, individual donors, and corporations; 2) implemented and established empirical review of Supplemental Instruction (student support); 3) promoted WSSU's participation in course redesign projects in life sciences with the Center for Academic Transformation; 4) increased faculty's outcomes in sponsored programs and grant dollars; 5) evaluated and began retooling of enrollment management area to more aggressively recruit, retain, and graduate

students, and 6) handled a tragic incident which impacted WSSU and the community by establishing a task force on campus and community safety.

Former Position: Associate Vice President for Academic Affairs, The University of North Carolina, General Administration, Chapel Hill, NC, 2003- 2006

Accomplishments:

During my tenure, I 1) provided leadership for postsecondary, nonpublic institutions seeking licensure to offer degree programs in the State of North Carolina; 2) reviewed academic programs and administrative structures of academic institutions with a team of examiners/experts in content areas for peer review, communicated findings and recommendations to institutions, recommended qualified programs for licensure, and presented application for licensure to Board of Governors (BOG) for licensure in the State of North Carolina. (There were 22 licensed institutions); 3) monitored and regulated annually 22 postsecondary, nonpublic institutions in the State of North Carolina according to General Statute 116-15 (i. e., education of good quality and consumer protection) and provided guidance for 125 exempt institutions (i. e., religious or military exemptions from state licensure); Coordinated the review for undergraduate degree programs from 16 constituent institutions of The University of North Carolina, forwarded recommendations to the BOG; 4) served as State Coordinator for Academic Common Market program; 5) functioned as liaison for focused-growth enrollment expansion of academic programs for seven UNC institutions including retention efforts; 6) served as liaison for K-16 efforts as member of North Carolina State Board of Education; 7) reviewed doctoral programs in appropriate disciplines; 8) participated on academic affairs teams for retention, conference planning, and other academic affairs endeavors and reports; and 9) served as UNC General Administration liaison with sixteen constituent campuses and other constituents.

Position: Vice Chancellor, Public Service and Extended Education (later Continuing Studies) and Associate Provost, University of North Carolina at Wilmington and Professor, Specialty Studies, 1993-2003

Selected Highlights:

1) Served as UNCW's liaison with Cape Fear region to ensure that the institution was responsive to the needs of the region; 2) participated as member of Chancellor's cabinet, planning council, and participated in numerous academic faculty and staff searches; 3) earned tenure as a full professor; 4) secured over \$1M in grants for the institution; 5) furnished leadership for implementing UNCW Television public service channel and *UNCW and You* television program; 6) provided leadership for the development of UNCW conference center for corporate training and off-campus

classes; 7) collaborated with colleagues to initiate Digital Communities project with Japanese universities to teach academic courses employing interactive video; 8) increased technology transfer between the university and county departments, businesses, and other agencies; 9) provided leadership for Small Business Development Center; 10) supervised 40 staff members and served as chief fiscal officer; 11) generated revenue for UNCW through managing professional conferences, corporate training, and lifelong learning programs; and 12) represented UNCW in a variety of venues in the region.

Position: Associate Vice President for Academic Programs and Dean of the University College at Edinboro University, 1991-1993

Selected Highlights:

1) Served as co-chair of Middle States Association's reaffirmation of accreditation successful self-study and site visit (ten year accreditation secured); 2) furnished leadership for the development of the University College model; 3) participated as first Dean of University College—a program for new students and undecided majors; 4) supervised career services; peer tutors and supplemental instruction; and academic support services (academic department with eight faculty members); and 5) participated as a member of the president's cabinet and the provost's dean's council where academic and administrative policies were reviewed, revised, and implemented.

Other Professional History

<u>Position</u>	<u>Institution</u>	<u>Dates</u>
Dean, Continuing Education and Non-Traditional Programs	Chicago State University	1986-1991
Assistant Professor of Curriculum and Instruction	Chicago State University	1986-1991
Dean, Adult/Continuing Education	Loop College (now Harold Washington College) Chicago, IL	1984-1986
Project Coordinator Early Outreach Program	University of Illinois Chicago, IL	1981-1984
Director, College Without Walls Program	Central YMCA Community College	1981

Chicago, IL (closed in 1981)

IV. Instruction and Support of the Teaching and Learning Environment

a. Courses Taught:

The University of North Carolina at Wilmington:

EDN 301 – Instructional Design and Evaluation
(Fall 1997 through Fall 2000)

EDN 409 – Supervising student teachers
(Spring 1995 and Spring 1996)

Seminars on topics related to role on State Board of Education

Lectures and demonstrations for English Education class

b. Courses Taught

Central YMCA Community College (1976-1981)

English 101 – Composition and Rhetoric

English 102 – Composition and Rhetoric II – Research Writing

Black Literature

c. Instructional Methodology

I taught instructional design and advocated Dr. Howard Gardner's theory of multiple intelligences and employed mastery learning concepts. When teaching or presenting, materials and/or experiences were designed to engage students and provide opportunities for learning from diverse affinities and interests.

d. Summary of student evaluations

During my teaching career, student evaluations of course quality have consistently ranked my instruction as well above average. Summary scores from student evaluations ranged from 4.6 to 4.3 on a 5.0 scale at the University of North Carolina at Wilmington. At Central YMCA Community College, ratings averaged 4.5 on a 5.0 scale regarding quality of teaching.

e. Summary of peer evaluations

Dr. Maurice Martinez provided a formal and favorable peer evaluation of my teaching and contributions to the development of instructional design and the teaching and learning processes at The University of North Carolina at Wilmington.

f. Academic advising

As president of Cheyney University, I work closely with the Student Government Cooperative Association cabinet to acquire information from students on the teaching and learning environment. Because of my primary appointment as an

administrator at UNCW, I only advised students I taught in my instructional design courses. At Edinboro University, I provided leadership for career placement services, academic support services, university-wide internships, Supplemental Instruction, University College students, and I contributed to the planning of the freshmen orientation program as Dean of University College. During my tenure at Central YMCA Community College, I advised all students and graded English placement tests during registration.

V. Contribution to the development of academic programs:

1. Instructional innovation and depth

My career in higher education includes a long history of contributing to the development of academic programs. While working on my doctorate, I developed and supervised pre-college programs for minority students in Chicago to encourage them to attend college in the biomedical sciences and to increase their academic performance on college entrance measures. The positive results of these programs were presented at an AERA conference.

As a member of an English department at a Central YMCA Community College, I taught, read English placement tests, helped design, and evaluated the English composition program. At Edinboro University, I participated on the university curriculum committee and contributed to the development of the general education curriculum.

At UNCW, I wrote the initial Technology College design establishing the framework from which Technology College evolved. The initial goals of Technology College involved using communication technologies to support the teaching and learning processes and to customize learning activities. This teaching and learning enhancement was new to UNCW.

As a means of insuring the postsecondary, nonpublic institutions offered a quality education to the residents of North Carolina, I worked with a team of examiners to review all degree programs offered by these institutions in the State of North Carolina. This peer review resulted in a written document with recommendations and suggestions for the institution to implement to demonstrate compliance with licensure standards of North Carolina. Licensed institutions are reviewed prior to new degree approval and on a regular basis. There were 22 licensed institutions in the State of North Carolina.

In my roles as vice chancellor for public service and continuing studies and dean of continuing education, I designed numerous non-credit, instructional programs, and corporate training programs to meet specific workforce needs. At UNCW, for

example, the University Children's Academy was designed in 1994. This Academy was based on my experience with early outreach, enrichment programs at the University of Illinois at Chicago.

Additionally, I provided leadership (from 1997-2002) for the UNCW Digital Communities Project, an experiment in international distance education with universities in Mie Prefecture in Japan. This project was groundbreaking and has been the source of numerous papers from UNCW faculty.

VI. Efforts to improve teaching, evidence of self-learning, and evidence of commitment to fostering the intellectual development of students

My six years of service on the North Carolina State Board of Education, while maintaining academic positions in higher education, has led me to re-examine the assumptions underlying the current practices in teaching and learning in the K-16 continuum. At WSSU, I conducted research with a faculty member to identify successful instructional strategies in the K-16 educational continuum. This research was published as a paper. Moreover, in discussion with deans and departmental chairpersons, I continue to encourage the development and use of instructional practices that support the learning of students. At Cheyney University, an instructional design person was hired to help faculty develop online and hybrid courses to offer students more options. Performance funding data are also examined and shared with the CU community to reinforce that supporting the teaching and learning environment is the responsibility of the entire university community.

The following scholarly works demonstrate my thinking over several years on the teaching and learning environment.

Howard-Vital, M. (2007). Precollege bridge programs: Lessons learned in preparing students to pursue study and careers in health sciences. *Journal of Best Practices in Health Professions Diversity: Research, Education, and Practice*. Fall 2007. Volume 1, Number 2. Winston-Salem State University.

Rasheed, H. & Howard-Vital, M. (2006). Developmental Entrepreneurship Education: A Cautious Ray of Hope in Instructional Reform for Disadvantaged Youth published in *Developmental Entrepreneurship: Adversity, Risk, and Isolation* (eds.) Stile, C. & Gabraith, C.; Elsevier, Oxford, UK.

Howard-Vital, M., & Nottingham, J., (2000). Communication Technologies and Instructional Design. The Twelfth International Conference on Teaching and Learning. Selected Papers from the Conference, 67-77. This paper offers an

umbrella framework for approaching instructional design that encompasses communication technologies. Learning to learn emerges as the quintessential student outcome, and guiding students as they learn becomes the preeminent goal of the teacher. The authors argue that the ability to deliver content in a multi-sensory, interactive format to fluid community of learners changes the teaching and learning environment. Outcomes in students' learning should reflect the advancements in communication technologies and what we know about the learning process.

Howard-Vital, M., Teaching and Learning in the 21st Century, University of Illinois at Chicago, Commencement Alumni Address, School of Education, Chicago, IL, May 7, 2000.

This address focused on the transformation that is occurring in the teaching and learning processes because of the influence of communication technologies. I assert that with the use of these technologies we can individualize instruction, connect learners, insure that each student has attained mastery, and reap benefits from a diverse and fluid community of learners.

Rosenkoetter, M., Fry, R., Howard-Vital, M., & Rosenkoetter, J. (2000). Continuous Quality Improvement: Implications for Technology Mediated Education. *Complex Demands on Teaching Require Innovation*. In H. Klein (Ed.), Vol. XIII, World Association for Case Method Research and Application.

Howard-Vital, M. (1999). Constructing a Virtual Instruction Paradigm, *Distance Education Report*, 3(20), 4-5 & 3(21), 3-5 and *ERIC* documents—EJ599775 and EJ606741. This article recounts the development of a paradigm for virtual instruction on the campus of the University of North Carolina at Wilmington. The development of this paradigm is inextricably linked to the political, technological, social, and economic context of the institution. It examines five years in which a conservative, traditional, regional institution transforms into one ready to investigate virtual instruction in a systematic manner. The chancellor and faculty leaders are viewed as key players in this process.

Howard-Vital, M. (1995). Information Technology: Teaching and Learning in the Twenty-first Century. *Educational Horizons*, 73, 193-196.

This article discusses the use of the North Carolina Information Highway to bridge the barriers of distance for teachers and students. The author suggests that emerging information technologies will solve instructional problems and allow for enhancements to the teaching and learning processes. The author

concludes that educators must keep abreast of how technology is changing our world and creating a new world for our students.

Rosenkoetter, M., & Howard-Vital, M. (1999). Creative Teaching Through Interactive Distance Education. In Hans E. Klein (Ed.) *Creative Teaching Act II*. Academy of Creative Teaching World Association for Case Method Research and Application, 15-20.

Howard-Vital, M. (1995). Information Technology: Teaching and Learning in the Twenty-first Century. *Educational Horizons*, 73, 193-196.

I was nominated by the National Association of State Boards of Education to serve on the Specialty Areas Studies Board of the National Council of Teacher Education, NCATE, in 2004; and served for two years in this capacity. NCATE was the professional accrediting organization that writes standards for monitoring quality in teacher education programs.

1. Grants related to academic programs

While at The University of North Carolina at Wilmington, I served as the principal investigator or co-principal investigator on numerous grants. In 2001, I received the Million Dollar Club award from UNCW for bringing in over one million dollars of grant dollars to the institution.

2. Awards related to teaching

I was awarded the Distinguished Alumni Award in recognition of contributions to education in the form of scholarship, teaching, service and administration The College of Education's Honors Committee, University of Illinois at Chicago, selected me for the award on May 7, 2000. The award was presented at the May 7th School of Education Commencement where I presented a speech entitled, "Teaching and Learning in the 21st Century."

Additionally, in 2004, the University of Chicago honored me when they included me among their distinguished alumni. (<http://www-news.uchicago.edu/resources/alumni/indexg-l.html>)

3. Memberships in professional societies devoted to teaching

I am a member of, and past chapter president of the Chicago, Lambda Chapter of Pi Lambda Theta. Founded in 1910, Pi Lambda Theta is an international honor society and professional association in education that honors excellence and fosters leadership skills and intellectual values. Membership is open to students and professionals who meet specific academic requirements or who have achieved certification by the National Board

for Professional Teaching Standards. I was a member of the Specialty Studies Board of NCATE.

4. Participation in selected professional meetings devoted to teaching

I have also participated in sessions of the Board of Governors of The University of North Carolina and the PA State System of Higher Education where innovative strategies to improve the teaching and learning environment were presented.

I have provided leadership in the development and hosting of two UNC system-wide retention conference, “Retaining Students in Higher Education: Everyone’s Business,” hosted by General Administration, The University of North Carolina, Chapel Hill, in June 2004 and June 2006.

In November 2004, I attended and facilitated discussion sessions in an “Education Summit” co-sponsored by Research Triangle Institute and The University of North Carolina on the issues related to recruitment and retention of teachers in the State of North Carolina.

2. Reinventing high schools

I continue to be actively engaged in examining and reflecting on teaching and learning environments as a college president, an educator, as a past reviewer of postsecondary, non-public institutions for the State of North Carolina, and as past member of the North Carolina State Board of Education. I was also a member of the advisory committee of the North Carolina Virtual High School.

As an educator, I also continue to review manuscripts on teaching and learning for journals and professional organizations such as *The Journal of Negro Education*. When I was a member of the North Carolina State Board of Education, I provided leadership (by participating in live televised discussions, panel discussions at conferences, and state-wide meetings) on how high schools can be restructured to emphasize rigor, relevance, and relationships for each student.) Examples of my work in this area include: 1) Howard-Vital, M. (2006). *Untangling Our Web: A Statewide Approach Is Needed to Improve/Judge College Readiness and to Increase College Success*, ERIC document, and 2) Rasheed, H. & Howard-Vital, M. (2006). “Developmental Entrepreneurship Education: A Cautious Ray of Hope in Instructional Reform for Disadvantaged Youth published in *Developmental Entrepreneurship: Adversity, Risk, and Isolation* (eds) Stile, C. & Gabraith, C.; Elsevier, Oxford, UK.

3. Leadership in higher education

I am a member of the American Council of Education's Commission on Women in Higher Education and I am now on the ACE Commission on Inclusion. In June 2006, I participated in the Millennium Leadership Institute sponsored by AASCU. I continue to reflect, research, and engage in discussion on leadership in higher education. In my current role as president, I pursue these discussions as opportunities develop on a national level. In my past position as associate vice president for academic affairs for General Administration of The University of North Carolina, I provided leadership for reviewing licensure for postsecondary, nonpublic institutions in the State of North Carolina. In my role of vice chancellor at UNCW, I provided overall leadership for two leadership development programs in the Division for Public Service and Continuing Studies: Leadership Wilmington and the Adult Scholars Leadership Program.

I also continue to be interested in women's issues and leadership. My ERIC document on African-American Women and mentoring has been cited in the work of others. Further, I have worked with a colleague to complete a leadership study of women on a UNC campus to determine the workload issues for women in the Academy. The article has been published as a chapter. The work is entitled, "Structuring a Supportive Environment for Women in Higher Education," (2006).

VII. Revenue-Generating programs

For 17 years, I have furnished leadership for revenue-generating and innovative programs. These programs are highlighted as follows:

Loop College – Dean of Continuing Education (1984-86), we offered over 200 classes each semester which included Intensive Conversational Spanish, Japanese, Chinese, etc., to business associates in the Chicago Loop. Course offerings also include opportunities to obtain CEU's in law, optometry, social work, and criminal justice.

Chicago State University—Dean of Continuing Education and Non-Traditional Degree Programs (1986-1991), we offered an accelerated degree program for about 500 adult learners; a specialized degree program for about 35 students; and a range of corporate training programs for nursing, criminal justice, and school systems. These programs generated revenue for the university. We also offered an extension education program that enrolled nearly 1,000 students at various sites.

The University of North Carolina at Wilmington—vice chancellor for public service and extended education and associate provost (1993-2003) to underscore UNCW's responsiveness to the region in technology transfer, corporate training, and regional

citizenship. On-site MBA program offered at CP&L. Programs generated revenue to employ staff and provide services.

VIII. Research, Scholarship and Publications

Book

Howard-Vital, M., & Martinez, M. (1997). *Entering School Leadership*. Dubuque, Iowa: Kendall/Hunt Publishing.

Book Chapters

Howard-Vital, M. (2011) "Women College Presidents: The Hidden Workload Characteristics," *Race, Women of Color, and the State University System: Critical Reflections* edited by Vivian Yenika-Agbaw and Amarilis Hidalgo-de Jesus. University Press of America, Inc.

Howard-Vital, M. and Deborah Brunson. (2008) "Structuring a Supportive Empowerment for Women in Higher Education: A Global Perspective. (edited) by Debashree Mukherjee. Icfai University Press. India.

Rasheed, H. & Howard-Vital, M. (2006). *Developmental Entrepreneurship Education: A Cautious Ray of Hope in Instructional Reform for Disadvantaged Youth* published in *Developmental Entrepreneurship: Adversity, Risk, and Isolation* (eds.) Stile, C. & Gabraith, C; Elsevier, Oxford, UK.

Howard-Vital, M. (2006). "Minority Faculty at Historically White Institutions." *Faculty Career Paths: Multiple Routes to Academic Success & Satisfaction* by Bataille, Gretchen & Betsy Brown. Greenwood Press, CA.

Refereed publications

Howard-Vital, M. & Griffin-Famble, C. (2012), *The K-16 Learning Continuum: Findings on Best Practices and What Works*, *Journal of Black School Educators* (JASBE), pending publication.

Howard-Vital, M. (2007). *Precollege bridge programs: Lessons learned in preparing students to pursue study and careers in health sciences*. *Journal of Best Practices in Health Professions Diversity: Research, Education, and Practice*. Fall 2007. Volume 1, Number 2. Winston-Salem State University.

Howard-Vital, M., & Vital, G. (2002). Searching for “Truth” in an IT World. *Connexions*, Volume 13, Number 3, Spring, 5-9.

Howard-Vital, M., & Nottingham, J. (2001). Communication Technologies and Instructional Design. *The Twelfth International Conference on Teaching and Learning Proceedings*. Center for the Advancement of Teaching & Learning.

Rosenkoetter, M., Fry, R., Howard-Vital, M., & Rosenkoetter, J. (2000). Continuous Quality Improvement: Implications for Technology Mediated Education. *Complex Demands on Teaching Require Innovation*. In H. Klein (Ed.), Vol. XIII, World Association for Case Method Research and Application.

Rosenkoetter, M., & Howard-Vital, M. (1999). Distance Education: Pragmatics and Realities. In Hans E. Klein (Ed.), *Interactive Teaching and the Multimedia Revolution, Case Method and Other Techniques*, World Association for Case Method Research and Application, 365-373.

Rosenkoetter, M., & Howard-Vital, M. (1999). Creative Teaching Through Interactive Distance Education. In Hans E. Klein (Ed.) *Creative Teaching Act II*. Academy of Creative Teaching World Association for Case Method Research and Application, 15-20.

Howard-Vital, M. (1996). Graduate Education and African-Americans. In Faustine C. Jones-Wilson et al (Eds.), *Encyclopedia of African-American Education*. Westport: Greenwood Press, 191-195.

Howard-Vital, M. (1995). Information Technology: Teaching and Learning in the Twenty-first Century. *Educational Horizons*, 73, 193-196.

Howard-Vital, M. (1989). African-American Women in Higher Education: Struggling to Gain Identity. *Journal of Black Studies*, 20, 180-191.

ERIC publications

Howard-Vital, M. (2006). Untangling Our Web: A Statewide Approach Is Needed to Improve/Judge College Readiness and to Increase College Success, (*ERIC*). ED490783.

(Note: The ERIC Content Experts advise ERIC on aspects of acquiring subject-specific, education-related resources for inclusion in the ERIC database. Using the database standards and criteria developed with the guidance of the Steering Committee, they recommend journals to be included in ERIC as well as sources and types of non-journal materials, conferences, and dissemination strategies. The

day-to-day work of building and managing the ERIC collection is handled by professionals with expertise in specific topics.)

Howard-Vital, M. (2003). From Outreach to Engagement to Scholarship: An Evolution (*ERIC*). ED479881.

Howard-Vital, M. (2001). Communication Technologies and Instructional Design. Selected Papers from the International Conference on College Teaching and Learning (*ERIC*). ED454758.

Howard-Vital, M., (2000). Teaching and Learning in the 21st Century, Address, University of Illinois at Chicago, Resources in Education, Educational Resources Information Center (*ERIC*). ED442795.

Howard-Vital, M., & Rosenkoetter, M. (1999). International Distance Education: The Digital Communities Project, *Educational Resources Information Center* (*ERIC*). ED429504.

Howard-Vital, M. (1999). Constructing a Virtual University Paradigm I: The University of North Carolina at Wilmington. Educational Resources Information Center (*ERIC*). EJ606741.

Howard-Vital, M. (1999). Constructing a Virtual University Paradigm II: The University of North Carolina at Wilmington. Educational Resources Information Center (*ERIC*). EJ599775.

Howard-Vital, M., Rosenkoetter, Marlene (2000). International Distance Education: The Digital Communities Project (*ERIC*). ED429503.

Howard-Vital, M. (1993). Who Should Lead? Educational Resources Information Center (*ERIC*). ED35878.

Howard-Vital, M., & Morgan R. (1993). African-American Women and Mentoring (*ERIC*). ED360425.

Howard-Vital, M. (1989). Scholarship and the Community College Administrator. Clearinghouse for Junior Colleges, Los Angeles, CA. (*ERIC*). ED 301260.

Non-refereed publications

Howard-Vital, M. (2006) Foreword, *Letters From the Future*. Linking Students and Teaching with Diversity of Everyday Life. Stylus. Sterling, Va.

Howard-Vital, M. (2006) Listening to Students: The Appeal of For-Profit Institutions," *Change Magazine*, January/February, pp. 680-71.

Howard-Vital, M. (1999). Constructing a Virtual Instruction Paradigm, *Distance Education Report*, 3(20), 4-5, & 3(21), 3-5.

Howard-Vital, M. (1998). Your Partner, Your Resource: Establishing Community Partnerships. *The Catalyst*, XXVII(2), 17-20.

Howard-Vital, M. (1991). {Review of the book *The Habit of Surviving*. New York: Ballantine Book}. *SAGE: A Scholarly Journal on Black Women*, 8 (1), Spring, 1991, 74-75.

Howard-Vital, M. (1991). {Review of the book *Black Students and School Failure: Policies, and Prescriptions*}. *Journal of Negro Education*, 60 (2), 229-230.

Howard-Vital, M. (1989). {Review of the book *The World We Created at Hamilton High*}. *Journal of Negro Education*, 58 (2), 243-245.

Howard-Vital, M. (1989). Contract Courses: Expanding Constituencies For Credit and Non-Credit Instruction. *Proceedings for Eleventh Annual Conference Quality in Off-Campus Credit Programs: Challenges for Innovation, National Issues in Higher Education*, Kansas State University, 226-231.

Howard-Vital, M., (1989). Deaning: Continuing Education Style, *Dean and Director*, Learning Resources Network, XIV & XV.

Howard-Vital M. (1986). {Review of the book *Shakespeare in Sable*}. *City*, Winter, 71-73.

Howard-Vital, M. (1985). {Review of the book *Getting What We Ask For: The Ambiguity of Success and Failure in Urban Education*}. *The Journal of Negro Education*, 54 (4), 577-578.

Howard-Vital, M. (1985). {Review of the book *Family Life and School Achievement*}. *The Journal of Negro Education*, 54 (1), 111-112.

Grants Awarded

Principal investigator, Southeast Public Interest Network, Cape Fear Memorial Foundation, \$77,724, July 2000-2001.

Co-principal investigator, Collaborative Community Assistance Network, Z. Smith Reynolds Foundation, Inc., \$56, 878, July 31, 2000-2001.

Principal investigator, Digital Communities Initiative, Japan

Electronic Development Association (JEIDA), \$400,000,
Grant period: September 1998- March 2000.

Principal investigator, Global Access: A Vision for Connecting
Southeast North Carolina, USDA/RUS, \$261,295, 1998-2001.

Co-principal investigator with Dr. Richard Huber, School of Education,
Project WAS – Water, Air, and US EPA, \$39,190, 1996-1998.

Principal investigator, North Carolina Arts Council, Future Art III, \$6,000.
July 1995 – October 1995.

Principal investigator, Community Relations Initiative, Z. Smith Reynolds
Foundation, \$40,000, 1994-1996.

Co-investigator, The Expansion of the Cape Fear Educational Partnership
Network into Rural Southeastern North Carolina, \$484,452, 1993-1996.

Presentations at professional meetings and in selected public service venues

Howard-Vital, M., as president of Cheyney University, Interim Chancellor of
Winston Salem State University, and vice chancellor at The University of North
Carolina at Wilmington, there were numerous speaking engagements to
legislators, academic groups, alumni, and professional organizations such as:

Howard-Vital, M., panelist along with Dr. Leroy Nunery-Acting Superintendent/
CEO, Philadelphia School District; Anthony Wagner-Executive Vice President/
CFO, Temple University; John Grady, President, Philadelphia Industrial
Development Corporation; and Don Cunningham, Lehigh County Executive,
former PA Sec. for General Services. “Public Buildings,” Public Infrastructure
Summit, Temple University, November 4, 2011.

Howard-Vital, M., panelist along with President Karen Whitney, Clarion
University, "Leading for Diversity in Higher Education," sponsored by the
Pennsylvania Network of the American Council on Education Office of Women in
Higher Education. Pennsylvania State University, State College, PA, Oct. 21 and
22, 2011.

Howard-Vital, M., panelist with Lumina President and CEO Jamie Merisotis and
Gaston Caperton, president and CEO, College Board, Clinton Global Initiative
University (CGIU), “Closing the Graduation Gap: Ensuring Postsecondary

Success for All,” University of Miami, moderated by Mary Beth Marklein, higher education reporter, *USA Today*, April 17, 2010.

Howard-Vital, M. “State Board Perspective on Drop-Out Prevention in North Carolina,” keynote address, Annual Dropout Prevention Conference, Wilmington, North Carolina, September 19, 2005.

Howard-Vital, M. panelist, New Schools Project R3 Northeastern North Carolina High School Conference, K. E. White Graduate Center, Elizabeth City State University, focused on business expectations for high school graduates, the motivation to become involved in high school reform and the goal of restoring "joy of learning" in high schools. Elizabeth City, NC, 2004.

Brunson, D. and Howard-Vital, M. Roundtable discussion on “An Analysis of Female Faculty and Administrators,’ Workload: Summary of Findings,” Mid Atlantic Conference on the Scholarship of Diversity, Virginia Tech, Blacksburg, Virginia, March 19-20, 2004.

Howard-Vital, M. & Edmundson, J., “From Outreach to Engagement to Scholarship: A Mission-Driven Evolution,” Outreach Scholarship Conference: Catalyst for Change, Columbus, OH, October 7, 2002.

Howard-Vital, M., panelist, “From the Board Room to the Classroom: No Child Left Behind Legislation,” Phi Delta Kappa, Watson School of Education, Wilmington, NC, September 19, 2002.

Nottingham, J., & Howard-Vital, M., “Modeling the Use of Information Technologies in Learning Environments,” ISETA: The International Society for Exploring Teaching Alternatives, 31st Annual Conference, Indianapolis, IN, October 19, 2001 (Double-blind refereed).

Howard-Vital, M., & Nottingham, J., “Communication Technologies and Instructional Design,” The Twelfth International Conference on Teaching and Learning. Center for the Advancement of Teaching & Learning, April 19, 2001.

Howard-Vital, M., Adams, V., Vetter, R., & Thompson, H., “Partnering Internationally, Benefiting Locally,” Partnerships: Building on the Strengths of the Urban Setting, The Coalition of Urban and Metropolitan Universities, March 25 and 26, 2001.

Howard-Vital, M., “Teaching and Learning in the 21st Century,” University of Illinois at Chicago, Commencement Alumni Address, School of Education,

Chicago, IL, May 7, 2000.

Rosenkoetter, M., Fry, R., Howard-Vital, M., & Rosenkoetter, J., "TQM, CQI, TME, WEB, Closing Keynote Plenary Address, 17th International Conference, World Association for Case Method Research and Application, Budapest, Hungary, July 2-5, 2000 (paper prepared by all authors; presented by Dr. M. Rosenkoetter).

Rosenkoetter, M., & Howard-Vital, M., "Integrating Research, Learning, and Distance Education for Outreach Students," 3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education, Center for the Study of Diversity in Teaching and Learning in Higher Education, San Francisco, CA, April 19-22, 2000 (paper prepared by both authors, presented by Dr. M. Rosenkoetter).

Howard-Vital, M., & Rosenkoetter, M., "International Distance Education: The Digital Communities Project 11th Conference on College Teaching and Learning, Jacksonville, FL, April 12-15, 2000 (presentation and paper prepared by both authors presented by Dr. M. Rosenkoetter).

Howard-Vital, M., "The Digital Communities Project: Transitioning in the 21st Century," paper presented at the Second International Conference (of faculty and administrators involved in experimental distance education project), The Digital Communities Project, Tokyo, Japan, March 13, 2000.

Howard-Vital, M., & Rosenkoetter, M., "The Digital Communities Virtual University Experiment," presented with Dr. Ronald Vetter at *Best Practices in Outreach and Public Service: The Scholarship of Engagement*, Penn State, October 10-12, 1999.

Rosenkoetter, M., Howard-Vital, M., "Distance Education: Pragmatics and Realities," (peer reviewed), *Fifteenth International Conference on Case Method Research and Application* at Groupe ESC (Business School), Marseilles, France, July 9-12, 1998 (presentation prepared by both authors, presented by Dr. M. Rosenkoetter).

Howard-Vital, M., & Carter, D., "Academic Leadership: Opportunities," *Southeastern African-American Student Leadership Conference*, Wilmington, North Carolina, February 5-February 7, 1999.

Howard-Vital, M., "Technology Linkage to the Future," *North Carolina Links Chapter Annual Fine Arts Banquet*, Wilmington, NC, March 11,

1995.

Howard-Vital, M., "Passing the Baton," *African-American Alumni Association, UNCW*, Wilmington, NC, April 1996.

Howard-Vital, M., "Economic Development and Information Technology," *The Urban Affairs Group, Annual Awards Banquet*, Wilmington, NC, December 1, 1994.

Howard-Vital, M., "The Importance of Planning for the Future," *Community Boys and Girls Club – Annual Banquet*, Wilmington, NC, June 27, 1994.

Howard-Vital, M., Moderator and panelist, *Rural Tele-Forum, North Carolina Information Highway*, Wilmington, NC, January 5, 1994.

Howard-Vital, M., "Trekking into the Information Age," *Commencement Address*, Edinboro University of Pennsylvania, Edinboro, PA, December 12, 1993.

Howard-Vital, M., "Black Family/Black Elderly," *United Way of Erie County, Annual Meeting*, Erie, PA, November 5, 1991.

Howard-Vital, M., & Morgan, R., "Research Findings: African-American Women and Mentoring," *Association of Black Women in Higher Education, Annual Conference*, Greensboro, NC, June 7, 1991.

Howard-Vital, M., "Professional Development: Association of Black Women in Higher Education," *Annual College Attendance Conference*, Illinois Institute of Technology, Chicago, IL, March 16, 1991.

Howard-Vital, M., "African-American Women and Men in Higher Education," *Gustavus Adolphus College*, St. Peter, MN, February 15, 1990.

Howard-Vital, M., "Expanding Constituencies for Credit and Non-Credit Instruction," presented at *Eleventh Annual Conference, Quality in Off-Campus Credit Programs: Challenges for Innovation*, National Issues in Higher Education, Clearwater Beach, FL, October 26, 1988.

Howard-Vital, M., & White, M., "Reaching Audiences Through Cable Television," *Region V, National University Continuing Education Association*, Rapid City, SD, October 6, 1988.

Howard-Vital, M., "The Role of Education in Our Society," keynote speaker, *Ezzard Charles Annual Fundraising Banquet*, Chicago, IL, April 22, 1988.

Howard-Vital, M., "Establishing Linkages Between Education and Business," *Minorities in Higher Education Excellence and Access Focus on Retention*, National Conference, sponsored by Washington Commission on Minority Affairs and Minority Affairs Directors' Council and Washington State University, Tacoma, WA, March 10, 1988.

Howard-Vital, M., "Coping Strategies for Black Women: Review of the Literature," Faculty Club, *University of Cincinnati*, Cincinnati, OH, September 12, 1987.

Howard-Vital, M., "Black Women in Higher Education: What the Research Reveals," Borough of Manhattan Community College, *Association of Black Women in Higher Education*, New York, NY, May 1, 1987.

Howard-Vital, M., "Why Should We Continue to Learn?" *Annual United States Postal Workers Career Awareness Conference*, Chicago, IL, April 11, 1987.

Howard-Vital, M., "A Profile of Hispanic Students in the Biomedical Sciences Program," presented as panel alternate, Development of Hispanic Manpower in the Health Professions, *American Education Research Association*, New Orleans, LA, April 1984.

VII. Recognitions, honors, and awards (selected)

Selected as one of 30 Women of Distinction in Philadelphia region, award presented Tuesday, November 27, 2012. *Philadelphia Business Journal*.

Selected as Influential African-American Leader, *Philadelphia Tribune*, 2007-2012. Philadelphia.

2006 NCAEA Service Award, the North Carolina Adult Education Association, March 13, 2007.

Women's History Month, Honoree,
Winston-Salem State University, 2007.

Distinguished Alumni Award, for contributions to education in the form of scholarship, teaching, service and administration, University of Illinois at Chicago, May 7, 2000.

Cape Fear YWCA, Women of Achievement in Business and Industry Award,
Wilmington, NC, May 2000.

Nominated for The Mildred and Charles A. Wedemeyer Award for Outstanding Distance Educator, June 2000.

Cape Fear YWCA, Women of Achievement Award, for contributions to University of North Carolina at Wilmington, May 1998.

Great Expectations Award, for development of pre-college mentoring program for African-American youth, Wilmington, NC, April 1998.

Celebrate Wilmington Award, for leadership in the development of an arts/cultural awareness campaign, Wilmington, NC, 1995.

Recognition, Outstanding Achievement, Omicron Phi Chapter of Alpha Kappa Alpha Sorority, Inc., Wilmington, NC, 1994.

Nominated by President Foster Diebold, Edinboro University, Pennsylvania, to participate in AASCU's *Academic Leadership Institute*, New Orleans, LA, 1993.

Award for Service for Academic Festival (a series of academic seminars),
Edinboro University of Pennsylvania, Edinboro PA, 1993.

Service Award presented by Office of Alumni Affairs for exemplary performance in 1990 phon-a-thon for Annual Giving campaigns, Chicago State University, Chicago, IL, December 1990.

Selected as a "Leader" national competition for Leadership Development, a professional development project sponsored by The American Association of Women in Community and Junior College; The League for Innovation in the Community College, and Rio Salado Community College, Phoenix AZ, 1986.

VIII. Membership in professional societies

Throughout my career, I have been a member of numerous professional organizations such as The American Educational Research Association, the American Council of Education, the Council for Adult and Experiential Learning, Pi Lambda Theta, Association of Black Women in Higher Education, American Association of Higher Education, North Carolina Distance Education Association, Association of Collegiate Conference and Events Directors-International, and National University Continuing Education Association

Professionally related activities

Throughout my career, I have engaged in professional related activities. Examples of some of these activities include:

Evaluator, manuscript, Quality Mentoring for Novice Teachers, for Kappa Delta Pi, 1999. (I was as a reviewer and listed in the published book.)

Reviewer, *The International Journal of Leadership in Education*, 1998.

Reviewer, Manuscript Evaluation, *The Journal of Negro Education*, 1994-

Reviewer, Program Committee to review proposal and recommend sessions for 1993 National Conference, "African-American Women in the Academy," Chicago, IL 1993.

Co-chair, Program Committee to review proposals and recommend sessions for 1991 annual conference for Association of Black Women in Higher Education held in Greensboro, NC, at Bennett College, August 1990-May 1991.

Assisted local Chicago school council to conduct assessments for school plan by conducting and interpreting surveys of faculty/staff, students, and community members, 1986.

VIII. Attendance at professional meetings

As president of Cheyney University, I attend numerous professional meetings including the PA State System of Higher Education, meetings scheduled by the Mayor's Office, and regional meetings focused on increasing college-going rates.

As associate vice president of academic affairs, I participated in, and presented at, numerous professional meetings in General Administration including the Committee on Educational Planning, Policies, and Programs of the Board of Governors of The University of North Carolina, the Chief Academic Officers' meetings, and the Graduate Council.

In former role as Vice Chancellor for Public Service and Continuing Studies and Associate Provost, I attended and participated in regularly scheduled meetings of The Board of Trustees, The Board of Visitors, the Vice Chancellors, the Administrative Cabinet, and the University Planning Council. Additionally, as a member of the North Carolina State Board of Education, I participated in numerous meetings on NCLB, rethinking high schools, pre-college education, and public education in the 21st century. She was a member of the joint Education Boards that included the community colleges, State Board of Education, and the Board of Governors of the State of North Carolina. Throughout my career, I have attended numerous professional meetings focusing on teaching and learning, distance education, and higher education.

The following are examples of these professional meetings.

Borders 2000: North Carolina/South Carolina conference to explore partnerships in education, environment and business, Pinehurst, NC, 2000. (This conference was organized with the leadership of Dr. Howard-Vital.)

The Virtual University: The Digital Communities Project, Tokyo, Japan, March 2000.

Best Practices in Outreach and Public Service, The Scholarship of Engagement, Penn State, October 10-12, 1999.

Organizing for Learning, American Association for Higher Education, Washington, DC, March 20-24, 1999.

The Second Annual UNC Workshop on the Use of Technology for Distance Education, North Carolina State University, Raleigh, NC, September 16-17, 1998.

A National Forum on The Future of Teacher Preparation for the 21st Watson School of Education, Wilmington, May 9, 1998.

North Carolina Information Highway Stakeholder's Conference, Wilmington, NC, October 7-9, 1998.

United We Stand: North Carolina-South Carolina Border Conference, Myrtle Beach, SC, April 1998. (Organized under my leadership).

Future Arts III – North Carolina Film and Video Conference, October 27 –29, Wilmington, NC, 1995. Other sponsors were North Carolina Media Arts Alliance and North Carolina Arts Council.

X. Service

1. Service to higher education

University committee memberships, leadership positions or administrative duties

I serve as one of the president leaders of the Chester Higher Education Council in Pennsylvania, 2007-2012 to increase the college –going pipeline.

Dr. Howard-Vital’s role as one of the 13 members of the North Carolina State Board of Education was a public service to the State of North Carolina and benefitted The University of North Carolina. This was an eight-year term; I served for six years until moving to Pennsylvania.

Further, I focused on service and university engagement in my role as the vice chancellor for public service and continuing studies and associate provost at UNCW. As vice chancellor, I provided leadership for one of the six divisions at the University. The primary goal of the unit was to employ some of the resources of the University to engage in technology transfer, to spur economic development, to participate in technology outreach, and to meet the cultural needs of citizens in the region. I coined the motto, “Your Partner, Your Resource,” to demonstrate the role of the university in the region. During that time, I served on numerous university-wide committees that included:

Chancellor’s Task Force on Diversity – 2003

Search Committee for the Assistant Vice Chancellor for Business Affairs, 2000

Search Committee for the Vice Chancellor for Academic Affairs and Provost, 1999

Co-Chair, Chancellor’s Task Force on Information Technology, 1999.

Search Committee for the Vice Chancellor for Advancement

Co-chair Technology College Task Force, 1996

Extraordinary Student Hearings

NCAA accreditation self-study

2. Service to professional and scholarly organizations, Leadership in professional organizations

I review books and articles for journal publication. I have served on three Southern Association of Colleges and University (SACs) reaffirmation of accreditation teams. During these nearly week-long visits, I examined specific SAC “must” statements in various areas of the university including faculty development, educational programs, faculty credentials, and consortia agreements. After the end of this examination, I wrote an analytical report based on my observations, interviews of faculty and staff, and examination of documentation.

Accreditation team site visit, Southern Association of Colleges and Universities, Saint Leo University, Tampa, FL, February 11-15, 2001.

Accreditation team site visit, Southern Association of Colleges and Universities, Grambling State University, Grambling, LA, February 7-11, 2000.

Accreditation Team site visit, Southern Association of Colleges and Universities, Nichols State University, Thibodeaux, LA, April 24 - 27, 1995.

I served as an active participant in the GIS, Economic Development and Local Government Work Team for the North Carolina Information Highway, RTP, NC, 1993-1994.

While at Edinboro University in Pennsylvania, I served as the co-chair of the Middle States Association’s, reaffirmation of accreditation. This university service included coordinating the study teams for completion of the institutional Self-Study, collaborating with faculty unions, coordinating campus-wide hearings, and providing leadership for the site visit. Edinboro University was reaffirmed for ten years, and the reaffirmation process deemed successful by President Diebold, other administrators, and Middle State Association, 1991-1993.

While serving as Dean of Continuing Education and Non-Traditional Programs, I founded and served as the first president of the Chicago Chapter of the Association of Black Women in Higher Education, 1988-1990.

I am also the past president of Lambda Chapter (based at the University of Chicago) of Pi Lambda Theta, a national honor and professional education association, 1985-1987.

3. Service on community boards

I regularly interact with legislators, community leaders, and groups, as president of Cheyney University. Additionally, I interacted similarly with legislators, community leaders and with members of the North Carolina State Board of Education. I did not receive pay for my services or leadership for the following boards:

Board Member, Southeastern PA, American Red Cross, 2009-2014.

Member, The Forum, Philadelphia, PA., 2009-2014.

Board Member, Specialty Area Studies Board, National Council for Accreditation of Teacher Education, 2004-2007.

Board Member, North Carolina Partnership for Improving Mathematics and Science, 2003-2006.

Board Member, State of North Carolina Board of Education,
(Appointed by Governor and Confirmed by General Assembly)
2001-2007.

Chair, Cape Fear American Red Cross, 2000-2002.

Board Member, St. John's Museum, Wilmington, North Carolina.
2000-2004.

Vice-chair, Cape Fear American Red Cross, Wilmington, NC,
1999-2000.

Secretary, Cape Fear American Red Cross, 1997-1999.

Member, Regional Advisory Board, Bank of America, Wilmington,
NC, 1998 –1999.

Board Member, Cape Fear United Way, Wilmington, NC, 1998-
present.

Board Member, Coast Line Convention Center, Wilmington, NC, 1995-1998.

Board Member, Business Incubator Advisory Board, Community Development Corporation, Wilmington, NC, 1994-1999.

Chair, Great Expectations Program (for pre-college African-American youth), 1994-2000.

Chair, Southeastern Public Interest Network (SpinNC.ORG), 1997-1998.

Member, Cape Fear Regional Partnership Network, October 1993-2003.

Member, Wilmington Community Coalition, Building Bridges, Wilmington, NC, September 1994-1999.

Member, Advisory Board, Film Commission, Wilmington, NC, January 1994-1995.

Board Member, Wilmington Transit Authority, Wilmington, NC, September 1994 - 1998.

President and Co-founder, Chicago Chapter, Association of Black, Women in Higher Education, 1989-1991.

Secretary, Professional Women's Organization, La Rabida Children's Hospital and Research Center, 1987-1991(fundraising organization).

Member, CAEL, The Council for Adult and Experiential Learning, 1987-1991.

Member, National Association for Female Executives, 1988-1990.

Member, National University and Continuing Education Association, 1987-1991.

Member, American Educational Research Association, 1984-1991.

Chairperson, Retention Committee and Member, Community

Advisory Council, University of Illinois at Chicago, 1986-1991.