

KENNETH W. BORLAND, JR.

East Stroudsburg University
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Dear Bowling Green State University,

Thank you for appraising my ability to serve you as senior Vice President and Provost, to lead for improved learning via renowned teaching and research, enriching regional engagement, and dynamic collegiality and interdisciplinarity which elevate Bowling Green State University.

True leaders are not those who strive to be first but those who are the first to strive and give their all for the success of the team. True leaders are first to see the need, envision the plan, and empower the team for action. By the strength of the leader's commitment, the power of the team is unleashed. (Unknown)

Comprehensive & Land Grant Leadership

As a proven campus and academic leader in a state system comprehensive university and in a land grant research university, where in both liberal education is emphasized; I offer a familiarity with and passion for your mission, vision, values, and work.

Governor Edward Rendell recently said of East Stroudsburg University, *"This University has made tremendous progress as an academic institution, tremendous progress. There is no school in our System that has moved as rapidly and quickly up the academic chain as ESU has."*

At ESU for eight years, as Provost I lead in governance and faculty relations, strategic planning for a second time, and significant organizational and academic development. I established two new colleges and several departments; Academic & Institutional Effectiveness, Instructional Support & Outreach, and Sponsored Programs & Research units; and Enrollment Management Division, leading to accomplish 25% enrollment growth to 7,500 students.

As Interim President for a sabbatical, I initiated Remembrance Day, salary study, economic impact summit, new extension, and green commission; shaped a master plan and crisis plan; improved governance and transparency; and stewarded \$111 million. I again lead Arts & Sciences, Business & Management, Education, Health Sciences, and Graduate colleges, Library, Research, Effectiveness, and Instructional Support & Outreach units, and am a Professor.

I enjoy leading for collaboration in university executive, trustee, and external leader interactions, am a Professor, and bring State System collaboration experience shaping policy and procedure.

Assistant Vice Provost for Academic Affairs/Assistant to the Provost for 12,000 students and concurrently a professor at Montana State University, I led academic appeals, accreditation and learning assessment, curriculum, and teaching-learning development across the colleges of Agriculture, Arts & Architecture, Education Health & Human Development, Engineering, General Education, Letters & Science, and Nursing. I continue as an affiliate Professor.

At Penn State University's American Center for the Study of Distance Education, as Assistant to the Director I edited a journal, conducted research, and facilitated courses. As Developmental Year Instructor and Supervisor, I served 1,500 biology, chemistry, and statistics undergraduates.

Resource Stewardship & Development

A fiscal conservative with creative approaches to stewardship and development, I offer the sensibility, ability, and fundraising experience to advance Bowling Green State's mission.

With few new dollars, using reallocation and reorganization I funded 40 new ESU tenure track faculty lines and several strategic manager positions. Via Academics' fiscal management, I set aside \$3.6 million to outfit a new science-tech building, now \$.25 million per year to renovate the library, and have \$2.1 million greater summer revenue. Through Academics' stewardship and leadership, ESU gained \$4.8 million of System performance funds. I developed \$525,000 for department operations, advanced-diversity-service learning, and faculty and student research.

In ESU's \$15 million Comprehensive and \$1.7 million Turf campaigns, working with Alumni, Advancement, and Foundation, I hired Advancement staff, and approached 440 people in three states. I have completed "comprehensive" and "major gift" CASE advancement institutes. For my *alma mater* I cultivated alumni and major donors, and led a team 14,000 miles making 100 asks for a \$3 million Campaign. My nonprofit executive teams raised \$8 million.

Via nurturing a new sponsored program support structure of staff, policies, procedures, and faculty development, ESU proposals grew from \$4.2 to \$49 million, yielding \$30.3 million. The President and I travel to our state and national capitols to raise support, recently seeking \$21 million. I engaged state appropriation hearings, and was integral in winning \$15 million Pennsylvania State System bonding for a new science consortium campus ... in Virginia!

Academic & Scholarship Development

With a passion for the disciplines, interdisciplinarity, student learning, and scholarship, I bring Bowling Green State University the values-based, visionary, courageous leadership to collaboratively provide the highest quality education and scholarship.

I believe all undergraduates must be liberally educated for careers, community, and life, graduate education must be increased in quality and be strategically developed, and research must enhance student and community learning. Quality must be continuously assessed and improved with dedicated resources, and accountability must be made to enrich our students, disciplines, society, and collegiality. People committed to learning and greatness must be recruited and supported, and diversity and inclusion must be achieved to enrich learning, community, and life.

In my résumé (pp. 3-4) I provide detailed descriptions of academic leadership. These include building academic capacity with new faculty, resources, organization, and distance delivery. Also, strengthening the liberal arts, arts, internationalism, science, engineering, technology, business and management, health sciences, pre-k to 12 education, graduate quality and program development (including doctoral education), and library via accreditation, assessment, new curriculum, planning, and resource generation and allocation.

Passionate about undergraduate learning, I have supported inquiry, service, civic engagement, technology-based, and undergraduate research pedagogies; strengthened honors, writing, diversity, and international learning; and have made sure “all boats rise,” including undergraduate learning, with the advent of strong graduate programs.

Research leadership accomplishments (résumé, pp. 4-5) include teaming to develop an exclusive NASA partnership with our Science Consortium which is now attracting the USGS and USFWS, and participation in a 16 member association of colleges and universities and its technology institute partnership with business generated State support and collaborations. Directors of ESU’s Center for Research & Economic Development (CFRED) and Center for Computer Security & Information Assurance (which works with NSA) have been my direct reports, and I support new statistical consultation, writing, and wildlife DNA centers.

Given heavy teaching loads, I offer internal and grant funded releases, assisted to develop compensation and technology transfer policies, consider differentiated work loads, am amending the sabbatical policy to emphasize merit, and honor grant recipients and university authors.

Access via Technology & Engagement

I offer the people of Ohio and Bowling Green State my strong commitment to broaden and ease access to information leading to citizens achieving degrees, personal development, workforce development, and useful knowledge for professional, agricultural, technical, economic, and community development. This is illustrated via my work developing adult, distance, and off-campus face-to-face education, and developing instructional support and technology.

Beyond my experience at the American Center for the Study of Distance Education, I led development of distance education at two universities. Within two years of initiating distance education at ESU, by establishing a faculty agreement, building up distance education support, technology, and delivery, we now offer three masters programs and 35 summer courses. At Dallas Baptist University I led distance education development, and taught about it and with it.

Complimenting extension, continuing education, and engagement missions, I initiated three ESU off-campus teaching centers, the delivery of college coursework in high schools, and am working with a health system to establish a medical leadership academy. At DBU I taught, advised, and recruited students in numerous teaching centers.

I led nonprofit adult education for 10 years, and, as a Professor, published on developing graduate programs for professionals, and taught in adult undergraduate and Adult & Higher Education graduate programs. I consulted to Penn State on adult degrees, the Greater Pocono Chamber of Commerce on professional leadership development, and have been asked to review a land grant university’s Workforce Development program.

I manage two major ESU budgets related to instructional support and technology, and expanded staff, placed smart classroom technology in every teaching venue, and web-based information and classroom management tools are now used in a majority of courses. We are renovating the library including new labs and assistive technology center, digitizing our TV studio, building a trading room, and I called for teaching with new technology, social networks, virtual spaces, etc.

Enrollment, Diversity & Globalization

To impact campus learning, inclusion, and climate, I offer BGSU the sincere value and strategic skills to improve diversity and internationalization. In January 2009, I completed development of ESU's new Enrollment Management Division now under its own Vice President. Responsible for ESU enrollment (2001-2009), we reached records of +25% enrollment, +9% retention, +15% graduation, and application selectivity (8,000 for a 1,250 class). We admitted the four most diverse classes, 12.6% in 2008; grew overall diversity from 7.5% to a record, 12% in 2008; and a 17% diverse fall 2009 entering class with record high SAT scores.

Sometimes in the face of opposition, I led hiring 34 diverse professors in 71 searches and 19 women or diverse managers via our State System recognized best practice, commissioned ESU's first portrait of an African American, expanded Frederick Douglass Institute mission, approved 50 diversity courses, and called for Women's Center/Studies revision and a salary equity study. Engagement on campus also illustrates dedication to achieve the diversity value. I am on ESU's Commission for Racial & Ethnic Diversity; participate in African America Heritage, Devali, Menorah lighting, Pow-Wow, and served on MSU's Tribal College Collaboration Committee.

To globalize ESU, I created an International Office, funding, the first partnerships, and sent a record 100 people to seven countries in 2008-2009. Partners are International Student Exchange, a university in Mexico, and two Chinese, two European, and two Caribbean universities. We also engage Ghana, Austria, and other countries. ESU's Honors Program is now crafting an international track and I worked with MSU's International Office to enhance study abroad.

In addition to travel in China to establish partnerships, Sheik approval is pending to serve the United Arab Emirates' Higher Colleges of Technology General Education and Accreditation Advisory Board. In Saudi Arabia, while at MSU, I was consultant for engineering, science, and liberal arts faculty at King Faud University of Petroleum & Minerals, and female medical faculty at King Faisal University. For the American Studies and Fulbright Hayes projects, I taught faculty teams from Turkmenistan, Ukraine, and Uzbekistan, and sent students to Thailand.

Economic & Community Development

I value leading *beside* community leaders, so I offer Bowling Green State University, the region, and Ohio experience serving beyond campus to profit students, strengthen our university for greatness, and enrich our region via economic and community development.

Doing so for ESU students, we grew to 3,000 affiliations for 1,600 internships a year and 16,500 service learning hours per year in 60 community organizations. We developed 2+2+2 academic programs having three academic and workforce portals, new civic engagements, and faculty and student engagement with and as entrepreneurs. CFRED has incubated new businesses (two are student owned), jobs, and is building a \$12 million research-business park: I am on its board.

As Interim President, I hosted the regional Business Expo and initiated an Economic Impact Summit for ESU's home county. I also initiated a conversation with a community college, CFRED, and our Chamber of Commerce, Vacation Bureau, and Economic Development Corporation to enhance student career and business development. I am now linking the Chamber with two academic initiatives.

Engagement with boards, government, agencies, and accreditors enhanced my “opportunity development” skills which I offer BGSU. Knowing such persons as colleagues benefits students, university, and community. Selected board and committee engagement, and my government relations are detailed in the résumé (pp. 5-6).

Sustainability Development

I always seek to demonstrate environmental and human wellness sustainability, and bring that commitment to Bowling Green. I initiated ESU’s Sustainability Commission and lead collaboration with the Pocono Environmental Education Center to establish an interdisciplinary, national environmental leader graduate degree (in development). At MSU, I won a USDA grant for a land resource environmental science capstone.

I oversaw final stages of ESU’s \$11 million storm water project, and closely engaged the contractor and coordinated logistics for a \$1.5 million major classroom and office building and fine arts building energy conservation renovation. At MSU I led lab assessment, part of a green chemistry building renovation.

Relationships

I have always been dedicated to honesty, transparency, and tireless work for the success and well-being of all students, staff, and faculty. My greatest joys are often in leading students, staff, and faculty in open, data-informed, collaboration for the benefit of all.

I confess I am a hockey fan! So, I’d love to join you in cheering the hockey and other Falcons. In fact, I am a fan of students and sincerely love regularly interacting with them in governance as well as cultural, academic, campus and residence, community, and athletic venues ... not to mention eating in the cafeteria. It would be an honor to lead collaboration across the campus’ divisions to set an exciting fiscal, physical, and programming future direction for academic and co-curricular parts of University, student, and community life.

While my work at ESU continues to be very fruitful for my students and colleagues, I am eager to learn more about Bowling Green State University and the region to discover if you too believe we are potentially very good partners. I look forward to meeting the University and area communities to see how we can work together, rolling up our sleeves to take care of today’s challenges and to build a future of BGSU greatness. Meanwhile, I wish you success!

Sincerely,

Dr. Kenneth W. Borland, Jr.
Provost & Vice President for Academic Affairs

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DEGREES & AREAS OF STUDY

- Doctor of Education**, The Pennsylvania State University, University Park, PA 1996
Adult and Higher Education: Dissertation, "The Development of Graduate Studies"
- Master of Arts**, Southwestern Baptist Theological Seminary, Fort Worth, TX 1985
Education and Religion: Education, 44 credits; Religion, 22 credits
- Bachelor of Science**, Toccoa Falls College, Toccoa Falls, GA 1980
Theology and 1975-1976 Engineering studies at The Pennsylvania State University

HIGHER EDUCATION APPOINTMENTS

- East Stroudsburg University of Pennsylvania**, East Stroudsburg, PA 2001-present
Interim President (January-May 2008) Led academic, advancement, diversity & equity, economic development, finance & administration, and student divisions.

Provost & Vice President for Academic Affairs (2004-present) Lead arts & sciences, business & management, education, health sciences, and graduate colleges; research, effectiveness, support & outreach, and library; strategic planning and governance. Led strategic enrollment management (2001-08) and as *Associate Provost* (2001-04).
Professor, Leadership & Interdisciplinary Studies
- Montana State University-Bozeman**, Bozeman, MT 1997-2001
Assistant Vice Provost for Academic Affairs/Assistant to the Provost Led appeals, curriculum, teaching-learning, and accreditation/learning assessment for agriculture, arts & architecture, education health & human development, engineering, graduate, letters & science, nursing, and university colleges; concurrently, *Assistant Professor, Professor, Higher Education* (2006-present affiliation)
- Dallas Baptist University**, Dallas, TX 1993-1997
Associate & Assistant Professor, Higher & Adult Education
- The Pennsylvania State University**, University Park, PA 1991-1993
Instructor, Developmental Year Program, and Assistant to the Director of the American Center for the Study of Distance Education

FUNDRAISING & NONPROFIT LEADERSHIP

- East Stroudsburg University** 2001-present
\$15 million Comprehensive & \$1.7 million Athletic Fields Campaigns Made Foundation, Trustee, Alumni board, and student government interfaces, and regional and national cultivation-ask visits and events with alumni and friends. Led as Interim President, and continue to engage Advancement leaders. Hired major gifts officer, cultivate and develop cases. Attend CASE institutes; overview, major gifts.

\$40.8 million Generated & \$15 million Bonding \$30.3 sponsored funds; \$3.6 set asides for new science building; \$4.8 performance initiative funds; \$2.1 greater net summer revenue. Lobbied State System for science consortium campus bonding.

Toccoa Falls College, Toccoa Falls, GA 2007-2008
Advancement Representative, \$3 million Comprehensive Campaign Traveled 14,000 miles, Georgia to Maine in 1981, making friends and 100+ asks: Led a team of five. Cultivated alumni and 60 major capacity prospective donors in 2007-08. 1981

The C&MA (nonprofit), Colorado Springs, CO 1980-1991
\$8 million Generated in Annual & Capital Campaigns On local executive teams that raised pledges and gifts within annual and two capital campaigns. Led executive and staff development in 13 states, 100 staff and 1,600 learners in CA, and in SC and PA.

UNIVERSITY LEADERSHIP

Presidential (Interim & Acting) 2004-present
As Interim Improved communication, transparency, collegiality; initiated crisis plan, remembrance day, economic summit, sustainability, salary study, new outreach; engaged athletic review; led commencement. *As Acting*, a looming strike required six weeks of focus, communication, and leadership: We stayed open and peaceful.

Strategic Budgeting, Planning, & Effectiveness 1997-present
Leader Led ESU 2008 budget hearings (\$111 million), plan-assess-allocate linkage to budgeting, and Academic budgets 2001-09. On Senate Plan & Budget Committee, push for improved processes and transparency. Led 2004-09 and 2010-15 strategic plans. Co-led vision-mission-value revision. Built an Effectiveness unit for decision support and accountability. Led ESU's Middle States and six new accreditations, assessment process, and MSU's Northwest accreditation and learning assessment.

Campus Development (master planning & green) 1997-present
Shaped Campus Influenced ESU's Campus Master Plan, and design of enrollment, science-technology, academic, admission, and residence buildings. Initiated Academic-Facilities summits and a Sustainability Commission. Oversaw final stages of an \$11 million storm water-pedestrian safety project and logistics for two building energy renovations. Led MSU chemistry lab building green renovation assessment.

Enrollment Management Division (growth & diversity) 2001-2009
Developed the Division Linked recruitment, orientation, aid, registrar, bursar, housing, and retention, and enrollment data to planning-budgeting. Directed ESU's Noel Levitz project for continuous growth records: +21% enrollment; +9% retention; +15% four-year graduation; diversity--four record new classes (12.6%, 2008); overall diversity up from 7.5% (12%, 2008); anticipated 20% diverse 2009 class.

Diversity & Inclusive Excellence 1997-present
Initiatives ~50 ESU courses were developed, and 34 diverse faculty were placed in 71 searches, as were 19 women and/or diverse managers. Expanded access-retention programs, assistive staff and technology, Women's Center/Study, Frederick Douglass Institute, and inter-division summits. Called for salary study and ESU's first African American portrait. Served ESU's Diversity and MSU's Tribal College committees.

ACADEMIC LEADERSHIP

Academic Capacity

1991-present

Faculty, Resources & Organization Created ~40 ESU tenure lines via new and reallocated resources. Provided ~\$525,000 new resources for departments, learning grants, arts, and faculty-student research. Expanded ESU and MSU teaching development. Created two colleges and three departments; and Effectiveness, Enrollment Management, Instructional Support & Outreach, and International units.

Distance Initiated ESU support, technology, and delivery of DE (35 undergraduate courses and three masters programs in two years), and new urban and high school centers. Led DBU DE development. At American Center for the Study of Distance Education, edited a journal, led a symposium, researched, and facilitated courses.

Liberal Arts, Arts & International

1997-present

Liberal Arts Led MSU's inquiry-based New Core to approval. Set ESU's vision, *Every Graduate is Liberally Educated*, so championed new curriculum: diversity and women, humanities, social science, leadership, freshman, honors. Built up research, civic-service learning, convocation, assessment, planning, and a writing studio.

Arts Provided significant new funding for ESU Arts' educational and outreach programs: Established a new marching band's support, Theatre Department costume designer and Music Department accompanist positions, and art gallery programming funds. Approved new Theatre and Dance minors, and a new major in Art & Design.

Global Started ESU's office and partners--Caribbean, Europe, Mexico, Asia, ISE; sent 100 abroad in 2008-09 (+300%); fund European Union Simulation. Taught in Saudi Arabia and faculty from Uzbekistan, Turkmenistan, Scotland, Ukraine, China.

Science, Engineering & Technology

1997-present

Science Engaged in ESU's Sci-Tech building design. Supported new wildlife DNA lab, pharmacy curriculum, statistical center, and GIS development. Leader for marine/science consortium and NASA collaboration. Served on MSU's Science & Religion Board, and worked within NSF, USDC-NIST, and USDA grants.

Engineering & Technology Supported ESU's new computer programs, assurance security center, NSA certification, ABET progress, and industrial physics program. Collaborated with MSU's Engineering Dean in NSF, ABET, education, retention, and assessment projects. Studied engineering 1975-76 and presented at conferences.

Business & Management

2001-present

Creation & Quality Established the College in 2007, home to 1,191 students, and Leadership and Business Management departments. Earned a new Hotel, Restaurant & Tourism Management accreditation, Recreation & Leisure Services Management renewal, and initiated Sport Management and AACSB accreditations. Developed a M.S. in Management & Leadership, able to link to arts, science, health, etc.

Linkages Supported creation of new business-related opportunities: Executive in Residence, award winning SIFE program, Center for Research & Economic Development, entrepreneurship, Chamber of Commerce, and new links to programs and professions in science, environment, public administration, military, and health.

Health Sciences 2000-present

Initiated Assessment and planning to enhance health scholarship, service, and preparation: ESU is a State System leader with 1,841 students in the College of Health Sciences and other health-related programs. Co-led ESU teaching-research-service dialogue with Pocono and Geisinger health systems and the Commonwealth Medical College, and provided faculty development to MSU's College of Nursing.

Partnerships Established international partnerships. Worked with Sanofi, a vaccine manufacturer, to engage Health and Nursing faculty and students in a trial. Met with the Healthy Community Alliance to improve family care. Am on Pocono Health System's committee which is establishing a *Medical Leadership Academy*.

K-12 Education 2001-present

Creation & Quality Created the College (2007) via reorganization: one-third of ESU students seek certification. Achieved NCATE, Department of Education, and K-12 National Board approvals. Fully implemented a nationally recognized Professional Development School model, revision of education programs to include special education and language competencies, and an administration doctoral program.

Graduate 1993-present

Elevated Quality Reorganized ESU's Graduate College and off-campus office, and empowered the Graduate Council. Created a Graduate Commencement ceremony, graduate recruitment position and strategy, new assistantships, marketing funds and national advertising, and higher graduate admission and new graduate faculty criteria.

Program Development At ESU, developed seven masters, an Ed.D., and 9% growth. Led revision of MSU's M.Ed. & Ed.D. in Adult & Higher Education (MSU's largest doctoral program) and the College of Education, Health & Human Development graduate research curriculum. Co-created DBU's M.Ed. in Higher Education.

Library & Collections 2004-present

Development Led to develop ESU's facility, outreach, and fundraising. Supported new assistive technology center, writing studio, and learning space renovation, and an ESU author celebration. Placed collections under the new dean; art, jazz, vintage radio, and science museum. Was an evening-weekend circulation manager, 1983-85.

RESEARCH & ECONOMIC DEVELOPMENT LEADERSHIP & GRANTS

Sponsored Programs & Research 2004-present

Growth Led creating this ESU office, supported by the Center for Research & Economic Development. Proposals grew from \$4.2 to \$49 million and the negotiated indirect rate increased by 16%. Created ESU's first Academic Research Plan, student research and creativity funding, celebrations for student and for funded faculty scholarship, and new IRB resources. Grew internal faculty grants by almost 400%.

NSA & Center for Computer Security and Information Assurance 2006-present

Supervisor ESU's director is my report. A National Security Agency and Homeland Security National Center of Academic Excellence, dedicated to computer security and information assurance education, training, research, literacy, and awareness.

NASA & Science Consortium	2003-present
<i>Consortium Board & Advisor</i> Served as Board member, chair of the Feasibility Task Force, and advisor to consortium presidents. Engaged finance, campus and research park development, membership expansion, and reorganization. ESU is a lead member. Established for marine science, it now encompasses a range of sciences.	
<i>NASA</i> Worked to establish an exclusive, strategic, research partnership with NASA's Flight Facility, consortium campus neighbor: USGS and USFWS are now engaging. Physics, computer, and geography faculty-student projects are underway.	
Center for Research & Economic Development (ESU)	2004-present
<i>Oversight & Board</i> The CEO was my report. On the Board, I link technology development, transfer, and entrepreneurs to academics. Developed a \$12 million research-business park, eight businesses, grants, state innovation zone, and contacts.	
Northeastern Pennsylvania Assoc. of Colleges & Universities/Technology Institute	2007-present
<i>16 Institution Consortium</i> Regional economic-education development; serve on Academic Affairs Committee; the Institute combines adds regional knowledge-based industry to fund research, and to process development and knowledge exchange.	
National Science Foundation (MSU)	1998-2001
<i>\$2,699,300</i> Interdisciplinary Graduate Education, Research, & Teaching—Consultant for internal assessment, Computational Cell Biology, D. Dooley & G. Jacobs PIs.	
<i>\$500,000</i> Early Faculty Career Development—Consultant for higher education and educational research, The Role of Design Representation in the Synthesis Process—Improving Engineering Design Education, D. Sobek PI.	
<i>\$4,000</i> University Undergraduate Curriculum Reform Assessment—Math, Science, Math & Science Education: Systemic Teacher Excellence Preparation, Co-PI.	
United States Department of Agriculture (MSU)	2000
<i>\$180,000</i> Challenge Grant—Land Resource Environmental Science Capstone, Co-PI.	
William & Flora Hewlett Foundation (MSU)	2000
<i>\$150,000</i> Reinventing Core Curriculum, Co-author.	
U. S. Dept. of Commerce National Institute of Standards & Technology (MSU)	1999
<i>\$100,000</i> Building-Human Interface—Chemistry Lab Learning Environment, Co-PI.	
Montana State University	1997-1999
<i>\$20,858</i> PI for five and Co-PI for a sixth grant for research and assessment projects.	
Academic Internships & Workforce Development	2002-present
<i>Developer</i> Expanded ESU interns to over 1,600 per year, affiliations to over 3,000, and 2+2+2 programs (computer security, bio-tech) with academic-workforce portals.	
Greater Pocono Chamber of Commerce	2007-present
<i>Institutional Member</i> Led assessment of the Leadership Pocono program; hosted the Community & Business EXPO at ESU; established an ESU-Chamber-Service Provider grant program; started dialogue to help ESU students start local businesses.	

GOVERNMENT & COMMUNITY RELATIONS

United States of America	2001-present
<i>Leaders & Agencies</i> Meet with senators, representatives, ambassadors, lobbyists, etc. Established or participated in collaborations with National Parks Service, Institutes of Justice, Security Agency, and NASA. Reestablished ESU's Army ROTC.	
<i>Internships & Appointments</i> Provide four Washington, D.C. student internships per year. Secured a position for the ESU president in the "Emerging Workforce Needs" National Governors Association policy initiative (2008). Invited to the 2008 Army Leadership Development and Assessment Course line officer program.	
<i>Appropriations</i> Met the state delegation to gain science education funding support.	
Commonwealth of Pennsylvania	2001-present
<i>Leaders, Agencies & Legislative Fellow</i> Meet with governor, secretaries, senators, representatives, and local officials. Consulted by senator regarding student-alcohol legislation. Worked with Attorney General, Community & Economic Development, Education, etc. Yearly, give a legislator a fellowship for ESU interfaces and lectures.	
<i>Internships & Appointments</i> Provide two Harrisburg student internships per year. Appointed to Education Department's Transfer-Articulation Committee (2006-08).	
<i>Appropriations & Hearings</i> Requested \$7 million from the Governor, worked appropriation hearings to fund a special education revision, and contributed System Chancellor background and language for transfer and articulation hearing testimony.	
Philadelphia, Harrisburg, Lehigh Valley & Monroe County	2002-present
<i>Leader</i> Initiated ESU offerings in Philadelphia, county high schools, and expansion in two other urban areas. Established a Monroe County <i>Economic Impact Summit</i> .	
Pocono Health System	2009
<i>Committee</i> Serve on the committee developing a Medical Leadership Academy.	
Pleasant Valley School District	2007-2008
<i>Committees</i> Served on Central Strategic Planning and Special Education committees.	
Pocono Regional YMCA	2008
<i>Partner</i> Inaugurated lead-level partnership for the Y's first major fundraising event.	

GOVERNANCE

Pennsylvania State System of Higher Education	2001-present
<i>Council of Presidents</i> As Interim/Acting President, served on Commission for the Universities, College Ready Committee, and State Athletic Conference; shaped policy-procedure; interfaced with System Governors, Chancellor, and executive staff.	
<i>Chief Academic Officer Council</i> Served on General Education, Program Review, and Transfer-Articulation committees; shaped policy-procedure; interfaced with System Chancellor and executive staff.	

ESU Trustees, Senate, Union & Students 2003-present
Trustees Chair's report (2008) and Academic Committee facilitator (2004-present)
Senate Presiding Officer (2005-07) and Executive Council member (2005-present)
Student Government Regularly meet with Student Senate presidents and officers.
Faculty Union To improve faculty work, life, and collegiality with respect, civility, and commitment, regularly meet with officers and chair Meet & Discuss since 2004.

Committee Chair 1993-2001
 MSU Northwest Accreditation Assessment Task Force (1997-99)
 MSU Admission & Graduation Appeals (1999-2001)
 MSU Assessment & Outcomes Committee, and Assessment Director (1999-2001)
 MSU Curriculum (1999-2001)
 MSU Teaching Learning (1998-2001, member 1997-2001)
 MSU College of Education, Health & Human Development Teaching (1999-2001)
 DBU President's Distance Education Committee (1993-97)
 DBU Council (1993-97) and Academic Committee Vice-Chair (1994-96)

HIGHER EDUCATION SERVICE

Middle States Commission on Higher Education 2002-present
Committee & Evaluator Serve on the Committee on Substantive Change, as a self-study evaluator for five institutions, and an invited conference panelist.

Northampton Community College (Monroe Campus) 2004-present
Advisory Board Support planning, campus development, community relations, etc.

Higher Education Resource Services (HERS) 2007
Summer Institute Mentor For a Montana State University-Bozeman Assistant Dean.

Association for the Study of Higher Education (ASHE) 1995-2004
Leadership Served on ASHE Council for the Advancement of Higher Education Programs as Treasurer, and Executive and Standards committees (1998-2001), and ASHE Curriculum, Learning, Instruction Committee (1995-97). Served as reviewer for the Conference research proposals (2004) and Dissertation of the Year (2003-04).

Association of American Colleges & Universities (AAC&U) 2002-2004
Committee & Campus Served on the National Planning Committee for the Academic Renewal Conference on General Education Goals, Strategies, Assessments (2003). Led ESU to membership, and General Education and Greater Expectations Institutes.

American Association for Higher Education (AAHE) 1999-2001
Assessment Conference Created and taught an innovative graduate course on assessment in partnership with three AAHE national Assessment Conferences.

Higher Colleges of Technology (Dubai, United Arab Emirates) Approval Pending
Advisory Board Will serve 14 institutions to establish general education curriculum and U.S. accreditation.

University Consultant (volunteer & contract) 1997-present
University of Arkansas-Fayetteville (anticipated in 2009)
Lehigh Carbon Community College (2004)
King Faud University of Petroleum & Minerals (Saudi Arabia, 2000)
King Faisal University (Saudi Arabia, 2000)
Dickinson State University (2000)
The Pennsylvania State University (1997)

TEACHING

East Stroudsburg University of Pennsylvania 2002-present
Professor of Leadership & Interdisciplinary Studies Teach freshman, doctoral, and faculty learners: undergraduate honors and intercultural, and doctoral leadership and research lectures; mentored an Ed.D. strategic enrollment management intern; co-advised three doctoral students, and; lead faculty development for dissertation design.

Montana State University-Bozeman 2006-present
Professor (current affiliation) & *Assistant Professor of Higher Education* Teach masters and doctoral higher education academics, leadership, and research courses. Advised 23 students. Led revision of the entire program and research curricula. 1997-2001

Dallas Baptist University 1993-1997
Associate & Assistant Professor of Higher & Adult Education Taught traditional freshmen and adult undergraduates, and masters students; world views, academics and learning theory, higher education, and research courses. Advised 125 students. Co-created the Higher Education M.Ed. Led DBU’s distance education development.

The Pennsylvania State University 1991-1993
Instructor Developmental Year Taught academics and applied learning theory, and supervised supplemental instruction for high risk first and second year undergraduate courses for 1,500 students in biology, chemistry, and statistics. Also, *Assistant to the Director*, American Center for the Study of Distance Education.

Undergraduate & Graduate Courses

<i>Undergraduate</i>	Developmental Year Lifelong Learning The Liberal Arts (Honors)	Intercultural Perspectives Perspectives (world views)
<i>Academics</i>	College Curriculum College Students College Teaching	Distance Education Design & Administration Adult Higher & Continuing Education
<i>Leadership</i>	Leading to Greatness Leadership Theories Assessment (decision support)	History & Philosophy of Higher Ed. Leadership Organization & Administration of Higher Ed.
<i>Research</i>	Applied Research Qualitative Research	Dissertation Design & Strategies

PUBLICATIONS

In Progress

Book co-author, strategic planning, *Society for College & University Planning*.
Book editor board, research paradigms and methods, *Association for the Study of Higher Education*.
Article author & special issue editor, change in general education, *The Journal of General Education*.

Books & Dissertation

Erickson, J., Howard, R., Borland, K., & Baker, L. (2004). *Full-time leaders/part-time learners: Doctoral programs for administrators with multiple priorities*. Lanham: Rowman & Littlefield Pub.
Howard, R. & Borland, K., Eds. (2001). *Balancing qualitative and quantitative information for effective decision support*. New Directions in Institutional Research. San Francisco: Jossey-Bass Publishing.
Borland, K. (1996). *The development of graduate studies: A history of the graduate study of adult education at Southwestern Baptist Theological Seminary (1893-1994)*. Dissertation. University Park, PA: The Pennsylvania State University, The Graduate School.
Naugle, D. K. & Associates. (1995). *Knowledge, world views, and education: A guidebook for professional, personal, and academic assessment*. Dallas: Dallas Baptist University.

Book Chapters & Section

Borland, K., Howard, R., Sanders, C., & Gioglio, T. (in press). Accountability to athletics stakeholders. In D. Kissinger & M. Miller (Eds.), *College student athletes: Challenges, opportunities, and policy implications*. Charlotte: Information Age Publishing Inc.
Howard, R. & Borland, K. (2007). The role of mixed method approaches in institutional research. In R. Howard (Ed.), *Using mixed methods in institutional research*. Tallahassee: Association for Institutional Research.
Borland, K. (2004). The relationship between faculty and academic administration in governance functions. In M. Miller & J. A. Caplow (Eds.), *Policy and university faculty governance* (pp. 85-96). Educational Policy in the 21st Century, B. A. Jones, Ed. Greenwich: Information Age Publishing Inc.
Borland, K. (2004). Enrollment management issues. In B. Jacobs, M. Miller, B. Lauren, & D. Nadler (Eds.), *The college transfer student in America: The forgotten student* (pp. 27-46). Washington, DC: American Association of Collegiate Registrars and Admissions Officers.
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Borland, K. (2001). Community liberation via the first two years' curriculum. In L. Hagedorn (Ed.), *Sound instruction: Ready to use classroom practice* (pp. 119-125). Chattanooga: Rapid Intellect.
Borland, K. (2001). Qualitative and quantitative research: A complementary balance. In R. Howard & K. Borland (Eds.) *Balancing qualitative and quantitative information for effective decision support* (pp. 5-13). New Directions for Institutional Research, J. Volkwein, Ed. San Francisco: Jossey-Bass.
Borland, K., Lockhart, M., & Howard, R. (2001). Assessing distance teaching and learning. In L. Hagedorn (Ed.), *Sound instruction: Ready to use classroom practice* (pp. 2-7). Chattanooga: Rapid Intellect.
Howard, R. & Borland, K. (2001). Integrating qualitative and quantitative information for effective institutional research. In R. Howard & K. Borland (Eds.), *Balancing qualitative and quantitative information for effective decision support* (pp. 109-115). New Directions for Institutional Research, J. Volkwein, Ed. San Francisco: Jossey-Bass.
Borland, K. (2000). Green Gaines Building interface research team, area 2—General chemistry labs, 4.5, file:///E/Tech Report CD/page2.html. In Williams, et. al., *The NIST report for the MSU EPICenter* (pp. 6-14). Washington: National Institute for Standards and Technology.
Borland, K. (1995). Planning, preparing, and writing petitions. In D. K. Naugle & Associates, *Knowledge, world views, and education: A guidebook for professional, personal, and academic assessment* (pp. 148-173). Dallas: Dallas Baptist University.

Journal Articles & Proceedings

- Hauth, J. & Borland, K. (2005). A case for incremental general education reform and the sharing of ownership and responsibility. *American Association of Colleges & Universities Conference on General Education*, Atlanta. aacu.org/meetings/generaleducation/gened2005/programresources.cfm
- Donnelly, D. & Borland, K. (2002). Undeclared students' patterns of declaration: Practical and political implications for orientation and transition programs. *The Journal of College Orientation and Transition*, 10(1), 5-13.
- Noel-Levitz. (2002). East Stroudsburg University of Pennsylvania: Building Strength through Better Communications. *Strategies*, 11(3), 1-4. Retrieved July 16, 2007 from file:///M:/Web/Historical - pre05/Web Access Site/access2/strategies/index.html. [Interviewed]
- Borland, K. & Lockhart, M. (2002). Linking the defining, evaluating, and developing of great teaching. *Review for the Study of College Teaching*, 1, 30-37.
- Borland, K. (2001-2002). Assessing retention: Six steps and four paradigms. *Journal of College Student Retention: Research, Theory & Practice*, 3(4), 365-380.
- Borland, K. (2001). The development and demise of graduate programs: How one went up and then came down (1960-94). *International Symposium for the Discussion of Graduate Study in Adult Education and Instructional Technology*, (pp. 25-29), Jackson Hole.
- Borland, K. & Lockhart, M. (2001). Incorporating diversity in ALL faculty/staff development programs ... regardless of the content. *The Journal of Faculty Development*, 18(2), 57-64.
- Borland, K. & Marley, R. (2001). A conceptual and strategic process for engineering program assessment: A case study at Montana State University. *Best Assessment Processes IV: A Working Symposium, Rose-Hulman Institute of Technology*, (pp. 33-46), Terre Haute.
- Borland, K., Orazem, V., & Donnelly, D. (2001). Student integration into the academic and intellectual community. *20th Annual Conference on the First-Year Experience*, (p. 44), Houston.
- Lockhart, M. & Borland, K. (2001). Critical thinking goals, outcomes, and pedagogy in senior capstone courses. *The Journal of Faculty Development*, 18(1), 19-25.
- Borland, K. (2001). What is assessment and its place in education? *Academic Exchange Quarterly*, 5(1), 2-3.
- Borland, K. (2000). Community liberation via the first two years' curriculum. *Academic Exchange Quarterly*, 4(2), 5-14.
- Borland, K. (2000). History, issues, and trends related to assessment and accreditation. *The American Society for Engineering Education (Pacific Northwest Section)*, (pp. 1-11), Bozeman. [keynote]
- Borland, K. (2000). A review of "Student Development in College: Theory, Research, and Practice." *The Journal of General Education*, 49(3), 231-234.
- Borland, K. & Lockhart, M. (2000). Implications for teaching the neo non-traditional student. *National Conference on the Adult Learner in Higher Education*, (pp. 84-89), Atlanta.
- Borland, K., Lockhart, M., & Howard, R. (2000). Assessing distance teaching & learning. *Academic Exchange Quarterly*, 4(3), 4-13.
- Dell, C., Howard, R., & Borland, K. (2000). Transition from tribal college to four-year university: Emergence of transition phases during the first semester after transfer. *The Journal of College Orientation and Transition*, 8(1), 23-32.
- Lockhart, M. & Borland, K. (2000). Effective teaching and learning with technology. *National Conference on the Adult Learner in Higher Education*, (38-41), Atlanta.
- Lockhart, M., Borland, K., & Howard, R. (2000). Distance teaching and learning with technology: A cross-disciplinary planning and assessment instrument. *Journal for the Art of Teaching*, 7(1), 97-112.
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- Borland, K. (1998). The assessment of transition change: Challenged purposes for seeking a college education. *The Journal of College Orientation and Transition*, 6(1), 21-26.
- Borland, K. (1996). "College-level" experiential learning: A traditionalist's model for petitioning/ assessing practical, theoretical, and applicable learning. *National Conference on the Adult Learner in Higher Education*, (pp. 31-34), Dallas.
- Borland, K. (1996). Learner perspectives on three distance education relationships. *3rd Annual International Distance Education Conference*, (pp. 23-32), Dallas.
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- Anderson, T. & Mason, R. (1993). International computer conferencing for professional development: The Bangkok Project. *The American Journal of Distance Education*, 7(2), 5-18. [contributed 12-13]

Papers

- Borland, K. (2007). *Faith, vision, and courage: Changing the management team you inherited into leaders*. American Assoc. of State Colleges & Universities Academic Affairs Meeting, San Antonio.
- Borland, K. (2005). *Partnering with China's universities: The potential, problems, and practices*. Middle States Commission on Higher Education Annual Conference, Baltimore.
- Borland, K. (2005). *Reaching what you value through assessment, accreditation, and accountability*. National Athletic Training Association Athletic Training Educators' Conference, Houston. [Keynote]
- Borland, K. (2004). *From strategic planning to strategic management*. Middle States Commission on Higher Education Annual Conference, Philadelphia.
- Borland, K. (2004). *Why transfer issues remain and a framework for resolving them*. Second Annual Institute for the Study of Transfer Students, Fort Worth.
- Borland, K., Howard, R., & Shirley, R. (2003). *Decisions by design: Contexts, academics, and strategic decision-making and planning*. Middle States Commission on Higher Ed. Conf., Philadelphia.
- Lare, D. & Borland, K. (2003). *Data based decision making: What school administrators can learn from higher education*. American Educational Research Association Annual Meeting, Chicago.
- Borland, K. (2002) *Diverse learning styles and the assessment of student learning: Framing learning styles for assessment design*. Middle States Commission on Higher Ed. Annual Conf., Washington.
- Ward, K., Borland, K. et al. (2002). *Career trajectories: personal accounts of career paths in higher education*. Association for the Study of Higher Education Annual Conference, Sacramento.
- Borland, K. (2002). *Centers to enhance teaching and learning: Trends we see and actions we must take*. The PASSHE Centers for Teaching & Learning Endeavors Conference, East Stroudsburg. [keynote]
- Borland, K. (2002). *Conquering Everest: Reducing program and general education assessment*. Regional Outcomes Assessment Symposium, East Stroudsburg, PA.
- Borland, K. (2001). *Creating a culture of assessment among faculty and department heads*. American Association for Higher Education Assessment Conference, Denver.
- Borland, K. & Lockhart, M. (2001). *Capstone Course Critical Thinking Purposes, Pedagogy, and Outcomes*. American Association for Higher Education Assessment Conference, Denver.
- Howard, R., Borland, K., Baker, L. & Johnson, C. (2001). *Academic success of suspended students*. Association for Institutional Research 41st Annual Forum, Long Beach.
- Borland, K., Fedock, J., Lockhart, M., & Howard, R. (2001). *Linking the defining, evaluating, and developing of great teaching*. American Assoc. for Higher Education National Conf., Washington.

- Orazem, V. & Borland, K. (2001). *Teaching and learning through a multicultural lens: Integrating multiculturalism into "Lily White" University*. National Association of Ethnic Studies Annual Conference, New Orleans.
- Borland, K. (2001). *Leading a new core curriculum design to approval*. Best Practices in General Education and Its Assessment: Bridging Theory and Practice. Association of American Colleges and Universities, Atlanta.
- Borland, K. (2001). *When numbers are not enough: The basics of qualitative research for assessment*. Second National Forum on First-Year Assessment, Houston.
- Lockhart, M. & Borland, K. (2001). *Evaluating distance teaching and courses*. American Association for Higher Education Faculty Roles and Rewards Conference, Tampa.
- Batchelor, R. & Borland, K. (2000). *A case study of MSU's response to the problems created by the Asian crises*. Assoc. for the Study of Higher Ed. Annual Conf.: International Conf., Sacramento.
- Borland, K., Baker, L., Howard, R., & Johnson, C. (2000). *Assessing academic suspension policy and practice to nurture student learning*. American Association for Higher Education Assessment Conference, Charlotte.
- Borland, K. & Lockhart, M. (2000). *Assessing capstone course pedagogy and impacts on critical thinking*. American Association for Higher Education Assessment Conference, Charlotte.
- Borland, K. (2000). *Getting assessment from faculty: Communicating the brass tacks and the brass ring (2000 ed.)*. American Association for Higher Education Assessment Conference, Charlotte.
- Borland, K. (2000). *Assessing the art of teaching*. Colorado Regional Higher Education Assessment Conference, Denver.
- Borland, K., Howard, R., & Baker, L. (2000). *Assessment, institutional research, and decision-support*. Colorado Regional Higher Education Assessment Conference, Denver.
- Borland, K. (2000). *Assessing retention: Four paradigms*. Colorado Regional Higher Education Assessment Conference, Denver.
- Borland, K. & Lockhart, M. (2000). *Incorporating diversity in all faculty/staff development program plans*. American Association for Higher Education National Conference, Anaheim.
- Howard, R. & Borland, K. (2000). *Assessment: A qualitative umbrella shared by action research and institutional research*. Association for Institutional Research 40th Annual Forum, Cincinnati.
- Borland, K. (2000). *Faculty spirituality/philosophy: A basis for assessing the "scholarship of teaching and learning"*. American Association for Higher Education Conference on Faculty Roles and Rewards, New Orleans.
- Borland, K. (1999). *Teaching for ultimate outcomes: Influences of faculty tenure/promotion/evaluation factors*. American Assoc. for Higher Education Conf. on Faculty Roles and Rewards, San Diego.
- Howard, R. & Borland, K. (1999). *Qualitative and quantitative research in institutional research: Complementary or competitive paradigms and methodologies?* Association for Institutional Research 39th Annual Forum, Seattle.
- Borland, K. (1999). *Getting assessment from faculty: Communicating the brass tacks and the brass ring (1999 ed.)*. American Association for Higher Education Assessment Conference, Denver.
- Lockhart, M., Borland, K., & Howard, R. (1999). *Creating a model for assessing student learning in distance education courses*. The 10th International Conference on College Teaching and Learning, Jacksonville.
- Borland, K. (1998). *Parallels: First semester of college (USA) and first semester of study abroad*. American Association for the Study of Higher Education: International Conference, Miami.
- Borland, K. (1998). *Assessing philosophical shifts*. American Association of Higher Education Assessment Conference, Cincinnati.
- Borland, K. (1998). *Ernest L. Boyer, Sr. on tribal colleges*. National Conference on the Boyer Legacy: Prospects for a New Century, Hershey.
- Borland, K. (1996). *"College-level" experiential learning: A traditionalist's model for petitioning/assessing practical, theoretical, and applicable learning*. Council for Adult and Experiential Learning, New York.

- Borland, K. (1995). *The nature of college curriculum: The transmission of orthodoxy from generation to generation*. The Philosophical Symposium, Dallas.
- Borland, K. (1993). *Distance education: The emphasis is on education*. Texas Adult Higher Education Conference, Dallas.

Journal Appointments

- The Journal of General Education* Associate Editor, Innovative Practices. 2007-present.
- Academic Exchange Quarterly* Special Issue Editor and Assistant Editor. 1999-2001.
- The American Journal of Distance Education* Assistant to the Editor, Reviewer. 1992-93.
- Distance Education On-line Symposium* Editor. 1992-93.