

Dr. Christopher Fiorentino

Christopher M. Fiorentino, Ph.D.
Downingtown, PA 19335

August 14, 2016

CentralPresident@agbsearch.com

Dear Dr. Holyer:

I have reviewed the profile for the next president of Central Connecticut State University and I wish to submit my credentials for your consideration. I have spent the last twenty four years in higher education leadership as Dean of the College of Business and Public Affairs, Vice President for External Operations and most recently Interim President at West Chester University. West Chester is the largest of the fourteen state-owned universities in the Commonwealth of Pennsylvania, currently enrolling 17,000 students in Bachelor, Masters and Doctoral programs.

During my many years in leadership at West Chester University I believe I have exhibited the characteristics and generated results in the areas enumerated in the presidential profile. It is unusual for a person in higher education to begin as a faculty member and rise through the ranks to president at the same institution. I have found over the years that I have been able to develop a deep knowledge of higher education while having the continuity at one institution to accomplish many things and play a major role in moving the institution forward. Working in West Chester's highly decentralized environment I have acquired deep knowledge of budgeting and financial management and I carry the philosophy of decentralized authority into the role of president. Related to my commitment to decentralization is my strong commitment to transparency and shared governance. It is important for the success of the University that all members of the community understand how the institution operates and have to opportunity to provide input into the critical decisions that shape the future.

As a leader in a large, public multi-university system I have extensive collective bargaining experience both from the perspective of working with the faculty union on campus and also participating in collective bargaining at the system level. I have twice served as a member of the state-wide negotiating team for the faculty contract. Having this dual perspective has allowed me to understand the many facets of collective bargaining environments and appreciate the interests of both management and the faculty union as we try to negotiate a workable agreement and successfully pursue our institutional mission within the parameters of the bargaining agreement.

As an administrator at any level of the institution, my primary responsibility is to facilitate the work of the faculty. The faculty are the primary drivers of our mission of student success. It is the responsibility of everyone in the university to ensure that the faculty have the resources and support they need to be successful. It is the responsibility of the faculty to be excellent teachers and to engage in appropriate scholarship to keep them current in their discipline and to engage in appropriate service to support the institution. Co-curricular activities are also an important aspect of a well-rounded education. We must ensure that students have a wide array of learning opportunities outside of the classroom to help prepare them to transition to the real world. As we worked with stakeholders during the AACSB initial accreditation process it became abundantly clear to me that the Liberal Arts are a critical component of the preparation of our students for the world they will be entering. Disciplinary knowledge is important, but critical thinking, problem solving, writing, speaking, working in groups and ethical behavior are the tools needed for success. It is my firm belief that these abilities can be developed in the arts, sciences or humanities just as easily as in the professional programs. Much of the foundation should be firmly embedded in the general education core and all majors should incorporate the further development and application of

these skills in the curriculum. I believe that the best way for an institution to develop distinction is to graduate students who possess these highly valued skills when they enter the workplace.

I have a long, successful record of creativity and entrepreneurship as well as a demonstrated commitment to supporting the entrepreneurship of others in the University community. It has always been my philosophy that we must be willing to take risks in order to advance the mission of the University. The possibility of failure is inherent in risk-taking. I am careful to foster an environment in which failure is recognized as an inevitable part of risk-taking. Creative people will not flourish if they believe that there are negative consequences associated with unsuccessful initiatives. I am a strong believer in using pilot programs to try new things without exposing the organization to excessive risk and in my experience faculty and staff respond very favorably to such opportunities.

In 2013, former President Greg Weisenstein decided to create a division of External Operations and based on my record of success as an entrepreneur and my extensive history of collaboration with the greater community, he asked me to serve as the vice president of the new division. The goals he established were to expand our distance education offerings, launch our branch campus in Philadelphia and serve as the primary point of contact for all potential collaborations outside of the University. During my three years in the position we were able to strategically grow our online offerings by assessing the market for our programs and working with deans and department chairs to align our offerings with the market. We provided resources and training to support faculty development in the teaching of online courses. Our team of instructional designers work directly with faculty to develop online materials and share best practices in online delivery. We were also able to grow our Philadelphia campus into a successful venture in a very competitive higher education market. Extensive collaboration with all divisions of the University was required to ensure that the students on the branch campus have access to the support services that are critical for their success.

In order to more systematically facilitate collaboration between the University and the greater community, we created the West Chester University Center for Community Solutions. The Center is intended to establish community links that will identify and facilitate projects that utilize university expertise to address problems in the greater community. An advisory board has been recruited including representatives of local governments, non-profit organizations and school districts. The results have been outstanding with scores of opportunities for students and faculty to engage in meaningful projects with a wide array of organizations being identified in the first full year of operation.

The current realities of higher education require that we develop and expand our resource base and I have had the opportunity over the past twenty-four years to develop my skills as a successful fundraiser. As a dean, I was tasked with raising ten million dollars for a new building for my college and I traveled extensively around the country meeting alumni and building the pool of potential donors. To date, more than seven of the ten million dollar goal has been committed and efforts are ongoing to reach the goal. Since becoming interim president in April I have travelled to Florida, Georgia and California to meet donors and prospects and host alumni events. More than one and one half million dollars have been committed in these three trips.

Diversity and inclusion cannot be accomplished on a college campus by simply recruiting a diverse workforce and diverse students. Diversity, whether it is racial, gender, gay, lesbian or any other underrepresented group, must be achieved by creating a welcoming culture. I have heard many stories of people from underrepresented groups being recruited to a campus only to find an environment that does not foster inclusiveness and they soon leave. As dean, I sent a clear message to faculty that we were committed to achieving a truly welcoming climate. We sought out participation of multicultural or gay and lesbian faculty groups to assist us in faculty recruitment to

make a clear statement that we are committed to a diverse campus and are willing to demonstrate that commitment. In the current climate, racial tensions are high nationally, which fuels tensions on our campuses. The achievement gap for underrepresented students is a major concern on our campus and as interim president, I am deeply engaged in conversations with students, faculty and staff of color to understand the issues that concern them and work together to address issues of diversity and inclusion to foster success for all of our students. The message I am hearing is that most of our past efforts amount to lip service in the eyes of students of color. Initiatives are implemented but we do not follow through to institutionalize the necessary changes. We must understand the challenges that our students, faculty and staff of color face and implement strategies to enable them to be successful.

In summary, I am firmly committed to student success and I understand that it is primarily the faculty that accomplishes the mission of the university. I believe that an effective leader must set the tone on the campus and empower others to accomplish goals and that people who are given responsibility and support will be successful and have high levels of job satisfaction. While many of the responsibilities of the president require that he or she be outward looking, I believe it is very important for the president to be accessible to the campus community. If after reviewing my credentials you agree that I may have the experience and skills to lead Central Connecticut State University I would welcome the opportunity to meet with the search committee.

Sincerely yours,

Christopher M. Fiorentino

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CURRICULUM VITAE

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PROFILE

Transformational leader who is expert at setting the stage for positive organizational change. Successful record of creating vision and inspiring faculty and staff to pursue academic excellence and deliver top rank instruction.

Extensive experience in designing decentralized budget systems that incent creativity, empower managers to deploy resources efficiently, and provide a margin of reserve for the organization to weather difficult fiscal challenges.

Highly skilled at relationship building and helping potential donors to visualize the impact of their gifts. Cultivation experience includes telling a persuasive and motivating story in meetings with hundreds of potential donors.

Experienced economist, skilled at applying sound, logical principles and critical thinking to frame complex issues in understandable terms and facilitate informed decision-making in an organization.

Skilled negotiator with deep labor experience, able to remain focused on breaking impasses and achieving mutually beneficial compromise in the face of high emotions.

Able to think clearly in stressful circumstances. Willing to accept responsibility for difficult tasks which others cannot perform and make tough decisions. Able to maintain equilibrium and focus under pressure and provide a visible presence that helps others to remain calm and think clearly.

ADMINISTRATIVE EXPERIENCE

WEST CHESTER UNIVERSITY, West Chester, PA

1991 – Present

Interim President (April, 2016-Present)

Vice President for External Operations (2013 – 2016)

Dean, College of Business and Public Affairs (1993 – 2013); **Professor of Economics** (2007 – 2013)

Interim Dean, College of Business and Public Affairs, Associate Professor of Economics (1991 – 1993)

University Expansion Projects while VP for External Operations

- Charged with overall responsibility to support the development of Distance Education for the University in order to significantly grow enrollment in online programs. University has achieved dramatic growth in online programs, primarily at the masters and doctoral levels.
- Responsible for the expansion of West Chester program offerings in Philadelphia as part of PASSHE Center City, a five university collaboration (West Chester, East Stroudsburg, Millersville, Cheyney and Bloomsburg) with a primary focus on degree completion for non-traditional students in an urban environment. Hired key staff and met directly with internal and external stakeholders to identify and promote programs and develop strategies for student recruitment. Worked with faculty, administrators and staff to ensure delivery of high quality academic programs and outstanding service in a leased building. Enrollment doubled from year one to year two and again in year three.

Academic Excellence

- Successfully recruited and hired a diverse group of more than eighty tenure-track faculty in nine different academic departments.
- Provided vision, leadership and resources in successfully attaining accreditation of West Chester University School of Business by AACSB International, the Association to Advance Collegiate Schools of Business.

WEST CHESTER UNIVERSITY (continued)

- Founded West Chester University Business Advisory Council (BAC) and recruited successful alumni and regional business leaders to serve as members. The BAC played a key role in AACSB accreditation process and a number of the members have subsequently become major donors to the University.
- Recruited nationally prominent director and outstanding group of faculty, and successfully led development of the Council on Social Work Education and accreditation of new Master of Social Work Program.
- Created and secured funding for initiatives to facilitate participation of hundreds of students in academic conferences, field trips and study abroad programs.

Alumni Cultivation/Fundraising

- Direct participation in numerous six and seven figure gift solicitations. Extensive fundraising experience in areas of donor cultivation, major gift solicitation and stewardship.
- Spearheaded \$10 million capital campaign for Business and Public Affairs Center (BPAC). To date, more than \$7 million has been raised for the BPAC project and a significant number of five, six and seven figure requests are pending.

Accreditation Peer Reviewer

- Selected to serve as a member of a peer review team for AACSB International, the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting body for management education in the world. Peer review teams are charged with ensuring that accredited programs continue to maintain the high standards for academic excellence and continuous improvement that are set by the members of AACSB.

Labor Relations

- Twenty years of experience leading organizations with faculty, staff and professional unions. Work directly with union leadership developing local agreements and engaging in conflict resolution to insure the proper implementation of the collective bargaining agreements. Act in a manner to build trusting relationships in all interactions with union leadership.
- Appointed twice to the Pennsylvania State System of Higher Education management negotiating team for the state-wide faculty collective bargaining agreement.
- Outstanding record of successfully defending management actions in numerous major arbitrations, including class action cases having system-wide implications.

Creative Leadership / Talent Discovery / Mentoring

- Provided vision for and was a key member of project development team comprised of vice presidents, deans, systems analysts and representatives of the Fiscal, Budget and Human Resources Offices that created Complement Management System, which serves as the foundation for the decentralized management structure at West Chester University.
- Took on informal responsibility of identifying rising stars at the University and mentoring them to assist with their professional development.
- Two people I worked with moved on to major offices in a national professional organization, two are serving as academic deans, and one is serving as a provost.

Infrastructure/Capital Management

- Worked closely with architects and interior designers to develop plans for two major academic facilities, a 47,000 sq.ft. facility housing several graduate programs and offices and 90,000 sq.ft. facility that will become the home of the College of Business and Public Affairs at West Chester University in 2017.
- Secured agreement of State University Trustees to a unique "own, commercially lease, and operate" off campus graduate business school building that throws off \$500,000 in annual positive cash flow to the University. Currently the only one of its kind at a state university in Pennsylvania.

WEST CHESTER UNIVERSITY (continued)

Entrepreneurship

- Proposed creative funding strategy, facilitated local and State System approval and successfully managed as a profit center, the West Chester University, College of Business and Public Affairs Graduate Business Center, a 47,000 sq.ft., Class “A” office building that houses academic programs and college centers.
- Implemented strategy of providing seed money to support faculty initiatives, which has led to creation of highly successful centers, including the Center for Social and Economic Policy Research, the Business Technology Center, the Internet Presentation Group, the Center for Geographic Information Systems and Spatial Analysis and the Cottrell Entrepreneurial Leadership Center.
- Co-authored successful \$296,000 Entrepreneurial Leadership Grant, designed to provide students with opportunities to work with startup firms that are unable to fund their own internships.
- Conceptualized, designed and led implementation of initiative to decentralize management of summer school and subsequent Free Room and Board Program. Since its inception, initiative has resulted in more than \$7 million in unrestricted funding earmarked for faculty development.

Community Impact

- Led University team of faculty, students and staff that conducted research and made recommendations which played major role in revitalization of the West Chester Borough Business District. Was appointed as a founding member of the West Chester Business Improvement District Authority as a result of this effort.
- Participated with Chester County Commissioners in presentations to representatives of three largest bond-rating agencies to assist County in its successful effort to achieve AAA bond ratings with all three agencies.
- Chaired Blue Ribbon Task Force charged with recommending improvements in budgeting and financial management of \$350 million budget of the County of Chester. Changes implemented were the first step in process improvement that led to AAA bond ratings for County of Chester.
- Responsible for the development and launch of the Center for Community Solutions. Opened in fall, 2015, the mission of the Center is to expand the impact of the University in the greater community by identifying projects and opportunities for collaboration and deploying University faculty and staff to work with non-profit and governmental organizations to address community needs.

TEACHING EXPERIENCE

WEST CHESTER UNIVERSITY, DEPARTMENT OF ECONOMICS, West Chester, PA, **1983 – 1991**

Assistant Professor, Economics (1983 – 1991, tenured 1989)

Courses Taught: Principles of Economics (Micro and Macro), Intermediate Microeconomics, Environmental and Resource Economics, Antitrust and Regulation (undergraduate and MBA)

- Selected as faculty participant in SSHE Interdisciplinary Summer Honors Program on the Environment, 1991.
- Voted “Outstanding Business Professor of the Year” by West Chester University Society for the Advancement of Management, 1986.
- Honorary Member, West Chester University Friar’s Society (Student Service Organization).

TEMPLE UNIVERSITY, DEPARTMENT OF ECONOMICS, Philadelphia, PA **1980 – 1983**

Teaching Assistant

BUCKS COUNTY COMMUNITY COLLEGE **1977 – 1983**

Adjunct Instructor of Economics, Department of Social Science

OTHER EXPERIENCE

WEST CHESTER UNIVERSITY, West Chester, PA

1987 – 1991

Chairperson, Department of Economics

- Collaborated with members of Mathematics Department to create new course sequence for business majors that improved teaching of essential material.
- Chaired inter-departmental Business Curriculum Committee that was responsible for realignment of business core and elimination of a popular major that lacked the rigor of the rest of the programs.
- Served as Assistant to Dean for Budget, advocating greater focus on faculty involvement in budgeting process.
- Effectively represented faculty as a member of the University Budget Committee.
- Advocated successfully for better alignment of planning and budgeting as a member of the University Strategic Planning Committee.
- Served as Facility Administrator of one of the largest classroom and office buildings on campus, and chaired committee that reallocated the space after a major, multi-year renovation of the facility.

EDUCATION

Temple University, Philadelphia, PA

Doctor of Philosophy, Economics, 1988

Dissertation Title: Externality Theory, Environmental Policy and the Control of Toxic Pollutants

Master of Arts, Economics, 1983

Bachelor of Arts, Economics, 1976

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GRANTS AND SPONSORED RESEARCH

Towards Creating a Feedback Loop: Assessing Teacher Preparedness and Beliefs Amongst STEM Teachers, University Faculty, and School District Administrators, \$250,000, Math Science Partnership of Greater Philadelphia, 2007-08, (with R. Lorraine Bernotsky)

Entrepreneurial Leadership Center Grant, \$295,979, PASSHE, 2007, (with Michelle Patrick)

PASSHE: Economic Impact on the Commonwealth of Pennsylvania, \$115,000, PASSHE, 2006, (with R. Lorraine Bernotsky, Peter Loedel and Wes Thomas)

Promoting Enrollment for Upland Country Day School, \$7,500, 2004, (with John Redington)

Oxford, PA, Business District Revitalization Project, \$20,000, Borough of Oxford, Chester County Planning Commission, 2000, (with John Redington)

Electronic Commerce Resource Center, \$2,500,000, five year, Department of Defense Contract, 1997 - 2001

Entrepreneurial Forum, \$3,000, PA Legislative Initiative Grant, 1995

West Chester, PA, Business District Revitalization Project, \$20,000, Consortium of Local Banks, College of Business and Public Affairs, West Chester University, 1994 (with John Redington and Wes Thomas).

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PUBLICATIONS / PRESENTATIONS

“Bulgarian Entrepreneurship: An Exploratory Study,” International Journal of Business and Public Administration, Hung M. Chu, Orhan Kara and Christopher M. Fiorentino, 8 (1), 2011.

“A Factor Analysis of Nigerian Entrepreneurs: Motivations, Success Factors and Problems,” Hung M. Chu, Orhan Kara and Christopher M. Fiorentino, in Challenges and Prospects in Modern Management, Ed. Dimitrios Koufopoulos, Maria Angyropoulou and George Calchev, Athens Institute for Education and Research, Athens, Greece, 2009.

“Modeling Aircraft Noise Abatement: Dealing with a ‘Flow’ Pollutant,” (co-authored with J. Sorrentino), in Applications of Ecological Modeling in Environmental Management, Part B. Elsevier Publishing Company, Amsterdam, the Netherlands, 1983.

Budget Decentralization as a Catalyst for Efficiency and Planning: A Case Study presented at the annual meeting of the Society for College and University Planners, Chicago, July, 1997.

A Macroeconomic Model of Merger Activity, Cynthia D. Benzing and Christopher M. Fiorentino, (presented by Dr. Benzing at the Eastern Economic Association Meetings, 1990.)

West Chester University Distributed Leadership Model, presented at the PASSHE Board of Governors Meeting, January, 2006.

Summer School Financing (Entrepreneurship), presented at the PA State System Academic Officers Leadership Conference, Millersville University, 1999.

PANEL DISCUSSIONS

“Real Life Situations in the Academy: What is a Chair to Do?” PASSHE Academic Chairs Conference, Kutztown University, 2012.

“Navigating Change: How Leaders Have Dealt with Change on their Campuses”. PASSHE Transformation in the Academy Conference, East Stroudsburg University, 2012.

“The Current Economic Crisis, Can It Be Solved?” panel discussion sponsored by West Chester University Office of Student Programming, 2008.

“The Oil Industry: Past, Present and Future”, panel discussion sponsored by the Chester County Economic Development Council, 2005.

“Economic Development and Planning” panel discussion sponsored by the Chester County Chamber of Business and Industry, Chamber of Commerce of Greater West Chester, and West Chester University, 1994.

“Is the Oil Industry in Decline?” panel discussion sponsored by the West Chester Department of History, 1990.

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CONSULTING

Springfield College, Reviewed Business Program to assess feasibility of readiness for AACSB accreditation and made recommendations for program restructuring to increase enrollments, 2015

Holy Family University, Review of standards and recommendation regarding feasibility of AACSB accreditation, 2007

Elizabethtown College, Analysis of readiness for application for AACSB accreditation, 2004

Chester County Hospital, Economic analysis in support of renegotiation of Blue Cross reimbursement rates, 2001

External Reviewer, Mercer County Community College Business Program, 1997

Consultant (pro bono), Kutztown University, Decentralized Management, 2005 – 2007

Consultant (pro bono), Clarion University, Summer School Decentralization, 2002

Consultant (pro bono), Millersville University, Summer School Decentralization, 1999

Consultant (pro bono), Bloomsburg University, Decentralized Management, 1994

MAJOR UNIVERSITY SERVICE

Search Committees: Vice President for Advancement, Dean of Arts and Sciences (twice), Dean of Education (twice), Dean of Health Sciences, Director of Budget, Director of Finance, Academic Affairs Budget Director, Director of Major Gifts, Director of Corporate and Foundation Relations

Multicultural Faculty Commission

Commission on the Status of Women

Administrative Budget Committee

Complement Management System Committee

University Strategic Planning Committee

Labor-Management Side Agreements Committee

Summer School Committee

Curriculum and Academic Policy Committee – General Education Subcommittee

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SELECTED PROFESSIONAL SERVICE

Member of Executive Alliance, VISTA 2025, Economic Development Plan for Chester County, Co-chair of Innovation Culture Goal Team, 2014 to present

Member, Chester County Chamber of Business and Industry Accreditation Task Force, 2011

Member, Board of Directors, Chester County Keystone Innovation Zone, 2008 – 2011

Member, Board of Directors, Chester County Historical Society, 2006 – 2011

Member, Board of Directors, Chester County Economic Development Council, 2005 – 2011

Member, Board of Directors, Chester County Library System, 1999 – 2014, (Chair, 2003)

Member, Leadership Chester County Advisory Board, 2001 – Present

Member, Chester County Hospital Corporate Development Committee, 2003 – 2005

Chair, County of Chester, Business Practices Committee, 2004 – 2005

Member, Board of Directors, Citadel Federal Credit Union (Asset/Liability Management Committee), 2004 - 2005

Member, West Chester Business Improvement District Authority, 1999 – 2003

Member, Board of Directors, Chesconet, 1994 – 2002

Member, Board of Directors, Chester County Chamber of Business and Industry, 1996 – 2001 (Chair, Governmental Affairs Committee, 2000 – 2001)

Chair, County of Chester Blue Ribbon Budget Review Task Force, 2000

Member, Board of Directors, Chester County Transportation Management Association, 1997 – 1998

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Member, Chester County Library Strategic Planning Committee, 1998

Member, County of Chester Task Force on Government Efficiency, 1996

Member, Board of Directors, Chamber of Commerce of Greater West Chester, PA, 1993 – 1996

Treasurer, Board of Directors, Chester Springs Studio, 1994 – 1996

Member, County of Chester Open Space Task Force, 1994

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SELECTED PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION SERVICE

Member, Statewide negotiating team for faculty collective bargaining agreement, 2010 – 2013, 2014 - present

Member, Board of Governors Special Work Group on Management and Productivity, 2006

Presenter, SSHE New Chairs Workshop, PA Center for Policy Studies and Leadership, Slippery Rock University, 2002

Member, SSHE Appropriation Formula Committee (Economies of Scale Subcommittee), 2000 – 2001

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APPENDIX

The following is an excerpt from the letter from Dean Jan Williams, Chair of the Board of AACSB International, informing West Chester University of the decision of the board to reaffirm accreditation for the School of Business in 2011 in which I was deeply involved and the prime mover:

“It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master’s degree programs in business offered by West Chester University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the school. One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, West Chester University is to be commended on the following strengths and effective practices:

1. West Chester has a remarkably decentralized and entrepreneurial business model giving deans the opportunity to create funding sources to support their programs and initiatives. The summer school funding model provides revenue to fund faculty development.
2. The Graduate Business Center, the College’s major entrepreneurial endeavor, is operated as a profit center and generates significant funding for faculty support and program innovation. It is also an outstanding, state-of-the-art learning environment that serves as a draw for both prospective graduate students and business community leaders.
3. The accounting program produces well-prepared graduates for local accounting firms and results in significant corporate relationships and a viable pool of professionally qualified accounting instructors.
4. The Dean’s leadership has successfully transformed a faculty focused on teaching and minimal scholarship into a faculty with strong teaching and high scholarship potential. Furthermore, this leadership has developed a high quality faculty in spite of the restrictive union environment and the inability to pay competitive salaries.
5. Successful fundraising efforts have raised almost one half of the private fundraising goal of \$10 million for the new business building.
6. Strong relationships with the business community are evident in the size and commitment of the Board of Advisors, the quality of the adjunct faculty pool and the availability of internship opportunities for students.”

The following is a synopsis of selected major entrepreneurial initiatives referenced in my C.V. that were implemented at West Chester University during my tenure as Dean of the College of Business and Public Affairs. All of these initiatives required extensive collaboration among many areas of the University in order to be successfully implemented, but in each case, I proposed the initiative and led the implementation effort.

THE GRADUATE BUSINESS CENTER

The Graduate Business Center (recently renamed the Graduate Center), is a 47,000 sq.ft., Class "A" office and classroom building located about four miles from the main campus that is operated by the College of Business and Public Affairs and is the responsibility of the dean. I proposed the acquisition of this facility and negotiated a lease-purchase agreement that required both University and Board of Governors approval. I proposed a 20 year plan for the operation of the facility that would allow it to be paid off with the revenue generated as a result of its operation. A \$7.5 million municipal bond was approved for the purchase of the building, which was acquired in 2002. The University agreed that all revenue generated in the building would stay with the College of Business and Public Affairs and the dean would be responsible for funding all aspects of the building, including debt service, operating costs, and salary and benefits of all employees assigned to the facility. The facility has operated successfully for 13 years, covering all costs and generating an average of \$500,000 net revenue per year that is available to support the activities of the College. The building houses three highly successful master's programs, several College centers, an independent non-profit organization and several for-profit businesses. It has become a major focal point for the Greater West Chester Community as a result of our low cost daily rental rates that allow many organizations in the region to hold meetings, workshops and special events at the facility. The \$500,000 per year of net revenue has been utilized to fund a host of College initiatives, most notably the cost of achieving AACSB accreditation.

THE WEST CHESTER UNIVERSITY SUMMER SCHOOL MODEL

At West Chester University, Summer School has traditionally been relied upon to generate several million dollars of net revenue for the University budget. In the face of declining summer enrollments, I proposed a new approach to summer school based on sound economic principles in order to increase enrollments and reverse the revenue decline. The plan I proposed moved the responsibility for Summer School from a central office to the five deans. The deans were afforded the opportunity to receive a share of summer profits beyond a base level target necessary to maintain the contribution to the University budget. Prior to this time, the five colleges did not benefit directly by offering summer classes, so they only offered classes based on the expressed interest of faculty. Faced with the prospect of profit sharing, the deans began to approach summer strategically, considering student need and areas that could lead to enrollment growth. Since its inception in the mid-nineties, Summer School has generated over \$7 million of non-base revenue to the deans, which has primarily been used to support faculty development. The central budget share of the increased net revenue over the same period exceeded \$6 million.

THE SUMMER SCHOOL FREE ROOM AND BOARD PROGRAM

Subsequent to the successful expansion of Summer School, a committee recommended that the University find a way to better utilize residence halls in the summer. In an analysis of Summer School enrollment patterns, I discovered that overwhelmingly, students who enrolled in Summer School only took

one three-credit class. At the time, in-state students paid \$500 per class in the summer. Room and board for a five-week summer session was set at \$400. I proposed that we offer students free room and board for a five-week summer session if they enrolled for six credits in the session. Because our summer classes had ample excess capacity, we could absorb a significant increase in enrollment without having to offer additional classes and the cost of the room and board could be covered by the additional tuition. This allowed for an additional \$100 of net revenue for each student who took advantage of the opportunity. The offer proved to be very popular with students and our summer profit increased by several hundred thousand dollars each year. Our program was recognized for its creativity and was written about in a *Time Magazine* article and reported in the Philadelphia media.

THE ACADEMIC YEAR MODEL

At West Chester University, the academic deans have a high level of autonomy in the operation of their colleges. This includes the authority and accountability for management of the personnel budgets. While the Provost retains authority to approve tenure-track hires, the deans make all decisions regarding deployment of faculty, including the hiring of temporary faculty. In order to maintain the appropriate level of accountability, the university instituted the Academic Year Model to establish credit hour targets for each dean. I proposed the model design to the Provost and Vice President for Finance and Administration based on a model used at the University of Minnesota, and the Provost and I collaborated to develop and implement the model. Based on the pedagogical standards in each college and the size of the faculty complement, each dean was given a credit hour target needed to insure that faculty is deployed effectively. Colleges that meet the class-size target and exceed the credit hour target trigger an automatic increase in budget to fund the cost of additional faculty needed to teach additional classes. Deans that fail to achieve their class size targets and/or miss their credit hour targets are required to return personnel budget dollars to the central budget. This ensures that personnel resources are deployed efficiently and identifies changing enrollment patterns that would require the reallocation of faculty positions. The model contains incentives for increased efficiency such that colleges which meet their goals receive additional budget dollars that can be allocated at the dean's discretion.