

**JAMES THOMAS HARRIS III, D.Ed.**

**PROFESSIONAL EXPERIENCE**

**President (2002 - present)  
Professor of Education  
WIDENER UNIVERSITY**

I serve as the chief executive officer for Widener University with responsibility for all programs and operations of the University, reporting directly to the 28-member Board of Trustees. Founded in 1821, Widener University is an independent, metropolitan, doctoral-granting university with annual revenues of approximately \$201,000,000, total assets of more than \$330,000,000, and nearly 1,600 full and part-time employees. The University is geographically dispersed educating over 6,300 students on four campuses in two states (Delaware and Pennsylvania) and over 500 additional adult students as part of the Osher Institute for Life Long Learning. The University also operates a public charter school with approximately 400 children currently enrolled. The University has one college and seven academic schools including the College of Arts and Sciences; the School of Business Administration; the School of Education, Innovation and Continuing Studies; the School of Engineering; the School of Hospitality Management; the School of Human Service Professions; the School of Law; and the School of Nursing.

The University is recognized for its commitment to community engagement and was one of the first 76 universities in the United States to be selected by the Carnegie Foundation for the Advancement of Teaching for its Community Engagement classification. Examples of our rising national profile include being ranked among the top 25 nationally for Community Service by *Newsweek* magazine, five times being included in *Washington Monthly* magazine's top 100 list of universities that do the most for the country, twice being recognized as a "Best College to Work For" by the *Chronicle of Higher Education*, being ranked in 2013 as one of the "Top 25 Most Underrated Colleges in America" by *Business Insider* magazine, and recognition by Victoria Media, Inc., as a Military Friendly School. Invitations to join several prestigious academic organizations including The New American Colleges and Universities, the Bonner Leader Program, and Project Pericles also illustrate Widener's rising national academic profile.

***Major Accomplishments***

The following accomplishments include a selection of the most notable achievements undertaken during my presidency. As with all other accomplishments listed in these pages, they were realized with the hard work and commitment of many individuals in the University community, including trustees, faculty, staff, students, and alumni.

**Advanced Widener's Commitment to Academic Excellence:** Through an inclusive, collaborative planning process involving trustees, faculty members, administrators and others from the University's myriad constituencies (over 1000 people in total), the University created a new mission statement, a new vision statement and a ten year strategic plan entitled *VISION 2015*. This exciting new direction affirmed the University's commitment to the integration of

liberal arts and professional studies and led to the development of an array of new academic programs to increase the quality and quantity of undergraduate and graduate offerings. It also linked these initiatives to civic engagement and experiential learning, and strengthened key academic programs so that they competed at the highest levels of academic performance. A top priority of VISION 2015 was the creation of a transformative undergraduate experience that encouraged and promoted active scholarship through dynamic teaching, personal attention and engaged learning.

Created Dynamic New Vision for Widener through Effective Governance Practices: *VISION 2015*, adopted by the Board of Trustees in 2004, stated that Widener would become the “nation’s preeminent metropolitan university” within a decade. The new direction affirmed Widener’s voice in the national dialogue on civic and community engagement by stating that the University would connect the curricula to societal issues through civic engagement. As a result, by maintaining the discipline to implement *VISION 2015*, Widener has been recognized widely for its civic engagement work. The planning process itself has been nationally recognized as a best practice in higher education. For example, it resulted in the creation of a pilot project for Middle States Commission on Higher Education and a revision of its options and processes for institutional re-accreditation. In addition, the Association of Governing Boards recognized the transparent nature of shared governance at Widener by including the University in its book *Leading Change* published in 2010. In the book, 18 colleges and universities were identified as exemplars of university board best practices and Widener was specifically recognized for how a president and a board can collaborate through shared governance with faculty to bring about significant institutional change to strengthen a great university.

Increased Expectations and Provided New Resources to Enhance Teaching and Learning: Through the implementation of our strategic plan, *VISION 2015*, we increased the quality and quantity of the undergraduate and graduate student populations. By 2013, the undergraduate population reached a record high enrollment, and the freshman class was the largest and had the highest academic profile of any freshman class in Widener’s history. We engaged in ongoing efforts to address undergraduate performance through a variety of means, including increasing the number of full-time faculty by 10%, keeping the student to faculty ratio at 12-1. We also doubled the amount of resources for faculty development grants. The selectivity of certain targeted graduate programs such as clinical psychology and physical therapy improved dramatically over the decade with only one in five applicants admitted today. To enhance pedagogical and instructional support of the faculty, an Office of Teaching, Learning and Assessment was created. In addition, we developed faculty working groups to encourage the use of digital technology in the classroom and established university-wide faculty committees to develop student assessment and institutional effectiveness standards. This led to the creation of a new office of Institutional Research and Effectiveness to collect data, monitor progress, and support accreditation efforts across the university.

Created New Programming to Enhance Student Success: Prior to the implementation of new strategic initiatives designed to enhance student success, student support offices at the University’s main campus operated with little coordination of efforts. This led to deep student dissatisfaction as reported on annual surveys. After a year-long process improvement study, we reorganized administrative units so most student support services reported to one vice president. Following the reorganization, the University created a physical space as well as an online presence for a one-stop shop for all student support services including the registrar, the bursar,

financial aid and student housing billing. In addition to the reorganization of student support services several new programs aimed at improving retention were added including a new office for student success and retention that was created to work directly with at-risk student populations. New early warning systems were put in place and online tracking of student progress was made available to faculty and staff. In the first three years of implementation freshmen retention rates improved five percent.

Established Widener as an Employer of First Choice: One of the top priorities of our strategic plan was to become recognized as an “Employer of First Choice.” We accomplished this goal by improving compensation and establishing professional development opportunities for employees to attract and retain the best talent available. Over the decade, faculty and administrative salaries rose from below 90% of the national median to over 102% for both categories. For nine out of ten years, the faculty salary pools exceeded the national AAUP average. We created a faculty recognition program utilizing outside reviewers to raise the visibility of excellence in teaching, research and civic engagement, and award recipients received additional compensation from a new endowment fund instituted to recognize and reward faculty excellence. To help us acknowledge excellence in service to the University, another endowment fund was created to recognize and reward administrative and support staff commitment to the University’s mission.

Enhanced Opportunities for Experiential and Global Learning: To increase experiential learning opportunities, we established the Office for Experiential Learning and Global Engagement, which reports directly to the provost. Over the past decade we have dramatically expanded service-learning and undergraduate research opportunities as well as co-op and internship offerings for students. We established a service-learning faculty development program to assist in the creation of service-learning courses in the local community. To date, over 60 faculty members have participated in the year-long program and over 70 service-learning courses are now available at Widener. New international partnerships have been established with universities in China (5), South Korea (2), Italy, Nigeria, Switzerland and Thailand to enhance opportunities for global learning and exchange. Likewise, we established global partnerships with businesses and other organizations to extend the number of global experiential learning opportunities for students from less than 10 countries in 2004 to over 40 countries worldwide today. According to the latest National Survey on Student Engagement, Widener seniors are far more likely to have engaged in experiential learning opportunities than their peers nationally.

Developed New Undergraduate and Graduate Academic Offerings: New undergraduate academic programs were added across schools and disciplines to address marketplace demands and diversify our offerings including African American Studies, Biomedical Engineering, Finance, Gender Studies, Informatics, Mandarin and a three-year Business degree. Examples of new programs and initiatives at the graduate level include new Ph.D. programs in Human Sexuality, Nursing, and Social Work, and a Master’s of Jurisprudence (100% online), as well as a complete revamping of the MBA curriculum. The undergraduate education goals and objectives were rewritten and a comprehensive assessment model was implemented to measure student learning outcomes.

**Strengthened Engagement with Community:** Part of Widener’s mission is to deploy its considerable intellectual and human resources to serve the community, the region and the world. This goal is particularly important in the City of Chester, where our main campus is located. Chester, one of the most distressed cities in the nation, faces major societal issues including

violence, poor public education, health disparities, and poverty. To address the pressing issues of the surrounding community and to engage the University community directly in the affairs of the City, Widener took a proactive approach to community engagement. It was important for Widener to refocus its efforts on supporting Chester and reconnect the University with its community.

Widener Partnership Charter School: Widener University was the first university in Pennsylvania and one of the first in the nation to open and sponsor a public charter school. After years of frustration in dealing with the bureaucracy and changing leadership (four different superintendents in the first six years of my tenure) of the lowest-performing school district in Pennsylvania, the Chester-Upland School District, we made the bold decision to open our own charter school. The Widener Partnership Charter School was the result of years of discussions and failed negotiations between Chester-Upland and the University to address necessary educational reform throughout the district. When the University turned to the community for input and feedback it found both strong support and strong resistance to the idea of a charter school. Since its opening in 2006, the school has produced the best state-wide testing results in the district, made annual yearly progress, and gained broader support. Today, the school is viewed as a model for other urban school districts.

University Neighborhood Redevelopment: The neighborhoods around Widener are some of the most economically distressed areas in the City of Chester. We created new working relationships with the citizens and business leaders located in these areas to promote safe and clean local neighborhoods. By providing staff support, legal and planning advice, as well as political support, we helped create new neighborhood associations and worked with Chester citizens to improve town-gown relations. We also collaborated with foundations and real estate experts to design mixed-use redevelopments near the campus. One result was the creation of "University Crossings," a \$25 million redevelopment project which attracted a new bank, a convenience store, fully occupied loft apartments, and the first new hotel in the city in 35 years.

Widener University Small Business Development Center: Since its founding in 2007, the Widener University SBDC serves prospective entrepreneurs and established small businesses in all industry sectors and in all stages of development in Delaware County, Pennsylvania. The SBDC's one-on-one management consulting approach emphasizes education and guidance in finding practical solutions to business problems. Widener faculty members, staff members, and students contribute thousands of hours of service each year to help incubate new businesses. In this process, students gain valuable work experience. Widener's SBDC won the national Small Business Administration's 2013 SBDC Excellence and Innovation Award for Eastern Pennsylvania and the Mid-Atlantic Region.

Chester Higher Education Council: Widener led a partnership engaging five other institutions of higher learning including Cheney University, Delaware County Community College, Neumann University, Penn State Brandywine and Swarthmore College that created a consortium to develop opportunities for Chester children to have greater access to higher education. In 2005, I brought together the presidents of these institutions to join forces with Widener to work on issues of mutual benefit to advance opportunities for the children of Chester. This collaboration has led to the creation of the Chester Higher Education Council and the Delaware County College Access Center. The college access center is housed on Widener's campus, which in 2013

assisted over 1,000 high school students and their families in preparing for and applying to college.

The Widener Physical Therapy and Nursing Clinics: In an effort to address health care disparities in Chester, the University has opened two clinics in the city. The Chester Community Physical Therapy Clinic is a student-run organization that provides compassionate physical therapy care to uninsured and underinsured members of the Chester community. The Widener Nursing Clinic offers physical exams, episodic medical care, individual and community education in areas such as disease and medication management, diet, holistic care, and mobility and assists with referrals to support groups and community resources. Both clinics run solely through grants and donations and the efforts of students studying physical therapy and nursing as well as volunteers, to deliver cost-free care.

The White House Strong Cities, Strong Communities Initiative (SC2): The White House launched a new pilot initiative, *Strong Cities, Strong Communities (SC2)*, in July 2011 to optimize the use of federal resources and to leverage partnerships to support local community and economic development. The City of Chester was selected as one of six pilot cities nationally. Widener University was a key factor in this selection and continues to be recognized as a national model among anchor institutions within and beyond the SC2 pilot cities. Widener leadership works consistently with the local SC2 Community Solutions Team (CST) comprised of federal agency representatives, the Mayor of Chester and his leadership team, and other community partners. Widener has sponsored and hosted two SC2 fellows who work to coordinate federal programs in the city. Through this initiative, Widener has worked directly with the White House as well as representatives from several federal agencies including the Department of Housing and Urban Development, the Department of Education, the Department of Health and Human Services, and the Department of Justice. Widener was selected by HUD as the host site for a November 2012 national conference entitled *Building Resiliency: The Role of Anchor Institutions in Sustaining Community Economic Development*. In 2013, HUD highlighted on their website Widener's work as a national model for how universities should serve as anchor institutions.

**Improved Diversity and Inclusion:** In 2002, the percentage of students of color enrolled at the University was less than 15% and only 5% of the faculty members were minorities. During the strategic planning process we identified specific University-wide diversity goals, including doubling the percentage of faculty members of color, increasing the number of enrolled students of color and improving the gender balance among employees across the University. To reach our goals, we established a chief diversity officer who reports directly to the president, created an Office of Multicultural Affairs and developed the Pride Mentoring Program to help students from underrepresented groups succeed academically. In the past decade the six year graduation rate for minority students increased 30.67%. We have also placed a greater emphasis on the recruitment and retention of people of color in all University searches. In 2011, Widener instituted University-wide protocols for increasing the diversity of applicant pools. We created a Diversity Coalition (University-wide diversity initiatives) and diversity advocates (faculty recruiting, hiring, retention, and promotion) to advance this work. By 2013, 24% of the student population and 14% of the faculty were people of color. Over 30% of all faculty, staff and administrative hires in the past five years have been people of color, and over 50% of all new employees in all three employee categories have been women.

**Strengthened Advancement and Resource Acquisition:** Widener has a unique and colorful history, including many years as the Pennsylvania Military College. After the University changed its name to Widener in 1972, a number of alumni expressed disappointment and severed their ties with the University. The University also has a history of acquiring academic programs including our School of Law, the Clinical Psychology program, and the School of Nursing, among others. This unique amalgam of programs, coupled with four different campuses in two states and numerous name changes, has made it difficult for the University to articulate a clear sense of mission and a single brand as an institution. To develop stronger ties to key constituencies and put forth a consistent message about the University's mission, we developed a multi-year branding campaign and launched the first comprehensive fund raising campaign in its history. These efforts required a complete revamping of our advancement operations and the creation of long-term strategies to develop a new image for the University.

Built a Comprehensive Approach to Fund Raising: Prior to 2002, the University had never successfully completed a comprehensive, fund raising campaign. Although the University had successfully raised funds for specific objectives in the past, it had never invested the time and resources to attract significant outside funding to the University. During the past decade the University has enjoyed record fund raising success including attracting the largest individual, corporate and foundation gifts in the University's history as well as attracting the most funding in a single year (2012). The University launched its current campaign *Taking the Lead: The Campaign for Widener* in 2009. As of June 2014, we had surpassed the \$58 million goal; with six months remaining before the official close of the campaign.

Developed Branding Campaign to Enhance Widener's Image: As part of an overall branding campaign to enhance Widener's image as a leading metropolitan university we established the Widener University Philadelphia Speakers Series at the Kimmel Center in Philadelphia. The series, which features internationally known speakers, including world leaders, Nobel prize winners and best-selling authors, has been sold out for ten consecutive years and has significantly raised Widener's profile in the greater Philadelphia metropolitan area. We also developed a branding campaign around the theme of leadership that has significantly increased awareness of the University in our core market area, Philadelphia. For example, in 2013, the University had the highest number of inquiries, applications and deposits in history. The freshman class in the fall of 2013 was the largest and best academically prepared freshman class in the University's history. We also developed and implemented social media strategies including Facebook, Twitter, Flickr, Instagram, mobile applications and virtual tours to reach targeted audiences with special emphasis on potential and current students and young alumni.

Created the Office of Sponsored Programs and Research: An important outcome of *VISION 2015* was the creation of the Office of Sponsored Programs and Research. Within the first two years of existence, the office helped faculty members prepare and submit over \$28 million in federal grants. The University also sponsored a Keystone Innovation Zone and partnered with other local universities and industry to encourage technology transfer opportunities.

Established the Office of Government Relations: With four campuses located in two states within different local, state, and congressional districts, we felt it was important to establish an office of government relations to strengthen our ties to elected officials and monitor legislation that might impact Widener. Over the past decade this new focus on government relations has helped the University attract state funding from both Pennsylvania and Delaware for various

University projects and has assisted us with many other issues that impact our students and the entire institution. To advance this work, I have personally served on the board and been an officer of the National Association of Independent Colleges and Universities (NAICU) as well as on the board of the Association of Independent Colleges and Universities of Pennsylvania (AICUP). My presidential peers elected me as the Chair of AICUP during the 2012-2013 academic year, and in this role I worked directly with key elected government officials in Pennsylvania to lobby on behalf of independent higher education.

**Invested in Our Future through Prudent Management of Our Resources:** As part of the *VISION 2015* strategic plan the University sought to develop a more sustainable financial model for the institution. This effort began with my arrival in 2002, when the University fully adopted the new FASB standards and moved away from fund to accrual accounting. This change meant that the University had to reduce its expenses and put its financial house in order. After reducing administrative expenses and identifying our academic priorities, we marshaled our resources to put greater emphasis on areas of growth. We created a long-term budgeting process that considered needs and opportunities over a five-year horizon rather than on an annual basis, which had been the practice. We were successful in obtaining the University's first investment grade bond rating and have maintained those ratings throughout the recession. During the past decade the endowment has grown from \$32 million to \$90 million and we have invested over \$150 million in facilities improvements. For the first time in the University's history, in 2014, Widener had more endowment funds than long-term debt. While we did use bond financing for our first round of investments, for the past five years, all major capital projects including two new academic buildings (for Nursing and Computer Science and Informatics) were funded from gifts and accumulated cash. We also have built into our plan environmental sustainability, with our two most recent buildings receiving silver Leadership in Energy and Environmental Design (LEED) certification.

**Enriched the Student Experience:** The University initiated new programs to enhance the overall student experience at Widener University. These initiatives were developed by working with the student government leaders and other student organizations to identify student needs, and many were funded through the creation of a student activities fee approved by the student government.

Enhanced Opportunities for Community Service: To emphasize our commitment to community service and civic engagement, the University established a new student leadership group called the Presidential Service Corps. Twelve to 15 members of the PSC are recruited directly from high school each year and are among the best academically prepared and civically-minded students at the University. PSC members must commit to 300 hours of community service in Chester annually and are provided with direct access to me throughout the year. In addition, I have traveled with junior and senior PSC students every year during spring break to an international location to engage in a community service project. We also created an Office of Community Engagement to encourage every student at Widener to be involved in community service. In 2012, Widener was named as a university member of the Clinton Global Initiative, which provides Widener students with the opportunity to work with students from other universities to solve global problems. According to the National Survey on Student Engagement, Widener students are almost twice as likely to be engaged in a community service project in college as compared to their peers nationally.

Created the Oskin Leadership Institute: Through a generous contribution of \$5 million from the David and JoEllen Oskin family, the University established the Oskin Leadership Institute. The mission of the Oskin Leadership Institute is to perpetuate and strengthen the University's long and noble tradition of inspiring our students to be strategic leaders and responsible citizens who possess the character, courage, and competencies to affect positive change throughout the world. The mission of the Institute is carried out through various programs including faculty development initiatives, tailored leadership development programs, the Voices of Leadership annual lecture, and the Oskin Student Leaders program.

Promoted Student-Athlete Success: Widener University has had a long history of success in athletics. Competing at the NCAA Division III level, eight Widener athletic teams won their conference title in 2012-13, and two teams advanced to the national quarter finals in their sports. In the past eight years we have had eight individual national champions in cross country and track and field. This past year five student-athletes were named NCAA Academic All-Americans placing Widener in the top 10% nationally for the total number of Academic All-Americans that have graduated from an institution. Our student-athletes are more likely than the general student population to graduate, and during the past decade several student-athletes have been either the valedictorian or the recipient of the President's Award, the student selected to address the graduating class. To promote the reputation of our athletic programs, I have served as chair of the Middle Atlantic Athletic (MAC) Conference as well as chair of the national NCAA Division III Presidents Council. In my capacity as chair of Division III, I served on the governing board as well as the executive committee of the entire NCAA, overseeing all intercollegiate athletics across all divisions of play. I also served on the search committee for the NCAA president and on the oversight committee for the Association's network negotiations, which led to the current multi-year \$10.8 billion television contract.

**President (1994 - 2002)**  
**Professor of Education**  
**DEFIANCE COLLEGE**

I served as the sixteenth president of Defiance College, reporting directly to a 35 member College Board of Trustees. Founded in 1850 and located in northwestern Ohio, Defiance is an independent, liberal arts college associated with the United Church of Christ. The College had stable enrollments and balanced financial statements until the 1980s. By 1994, however, Defiance College had experienced six consecutive years of declining enrollments and faced severe financial difficulties, including a \$600,000 annual operating budget deficit and over \$5 million in accumulated debt. In response to these difficulties, I worked with trustee, faculty and administrative colleagues to develop a campus-wide, faculty-led strategic planning process to establish a new direction for the College. This initiative resulted in the creation of new mission and vision statements, the realignment of institutional resources, the development of a new undergraduate curriculum, record fund raising, five consecutive balanced annual budgets, and national recognition for service-learning.



### *Major Accomplishments*

**Instituted a Comprehensive Strategic Planning Process:** Through a collaborative strategic planning process, we decided that we could no longer offer the breadth of academic programming we had in the past and needed to focus our limited resources on core academic areas. We accomplished this task by reducing the number of academic majors from 52 to 35 and administrative costs by 20%. We also focused our resources on promoting key academic programs and developed a new course imbedded service-learning curriculum that was incorporated into every student's experience at Defiance College.

**Enhanced Quality of Undergraduate Experience:** The College developed an innovative, service-learning program across the curriculum that had a tremendous impact on the students. We created the McMaster School for Advancing Humanity by attracting a \$6 million commitment (the largest gift in College history) from the McMaster family. This gift was used to establish opportunities for students to conduct undergraduate research and engage in service-learning opportunities around the globe. We also established the Defiance College Arts and Humanities Program for Responsible Citizenship through a generous \$1.1 million gift that endowed our honors program, doubled the amount of money available for faculty development, and helped to create an annual symposium series. Due to our growing reputation in service-learning and civic engagement, as well as our commitment to our religious heritage, Defiance College was one of only 100 colleges and universities nationwide to be named to the Templeton Foundation's Honor Role of Character Building Colleges. By 2002, the College was listed among the top 25 service-learning programs in the country by the *U.S. News and World Report* magazine.

**Improved Retention and Graduation Rates:** To enhance the retention and graduation rates of undergraduate students, we established a retention office, an advising center, a registration center, and an early alert system for students at risk. From 1994 to 1998, the retention of students from their freshman year to sophomore year improved from 57% to 73%, and by 2002 the four-year graduation rate was the highest in College history.

**Increased Diversity of the Campus Community:** Through an aggressive national recruitment strategy, we increased the percentage of students of color from 13% to 20 % of the student body in the first six years of the strategic plan. The College was also successful in attracting more diverse faculty and staff members. One example of our success was the increase in the percentage of women in tenure-track positions from 26% to 50% of the faculty over eight years.

**Established First Comprehensive Advancement Program:** Prior to my arrival, the College had never successfully completed a comprehensive campaign and had witnessed a decrease in the percentage of alumni contributing. From 1994 to 2002, the College attracted over \$23 million and set fund raising records every year. In addition to increasing the number of donors to the College and the percentage of alumni who contribute to the annual fund, during my tenure we received the largest gift in the history of philanthropy (at that time) in northwestern Ohio when the McMaster family made a \$6 million contribution to the College.

**President and Chief Executive Officer of WSU Foundation  
and Vice President for University Advancement (1991 - 1994)  
Assistant Professor of Educational Leadership  
WRIGHT STATE UNIVERSITY & WSU FOUNDATION**

I served as the Vice President for University Advancement and President of the University Foundation for Wright State University, reporting directly to the President of the University and the 36 member board of directors of the WSU Foundation. Wright State University is a public research university with a comprehensive, academic medical center and a commitment to a national NCAA Division I intercollegiate athletics program. At the time, the University enrolled over 17,000 students in eight academic colleges or schools including Business, Education, Engineering and Computer Science, Lake Campus, Liberal Arts, Medicine, Nursing, Professional Psychology, and Science and Math. During the four years prior to my arrival, private support to Wright State had leveled off and many community and business leaders expressed concern about the University's outreach efforts. In addition, Ohio was experiencing severe financial difficulties and the state subsidy to the University was significantly reduced.

***Major Accomplishments***

**Successfully Managed a State-wide Budget Crisis:** The president and his five-person cabinet, of which I was a member, managed the state financial crisis without reductions in faculty positions and with minimum effects on our core mission. Our success in accomplishing our strategic goals, coupled with our success in communicating our progress to state elected officials, led to recognition from the governor of Ohio for sound management practices. As part of these efforts, I restructured my own division, consolidated departments and improved organizational efficiencies which reduced development costs by 27% and division-wide expenses by 12% overall. My responsibilities during this time included leadership of alumni relations, development, public relations, publications, marketing and state and federal government relations as well as the WSU Foundation.

**Aligned Advancement and Foundation Activities with University Academic Priorities:** As president of the WSU Foundation, I worked to bring the University and the Foundation closer together. To accomplish this goal the Foundation developed a plan that focused on establishing new programs to enhance the academic mission of Wright State. These included a faculty grants program, outreach efforts to promote faculty and student academic excellence, and the addition of faculty representatives on Foundation committees to promote transparency and a greater sense of shared governance.

**Strengthened the Foundation Board of Directors' Ability to Attract Private Support:** Part of my responsibility as President of the WSU Foundation was the ongoing development of a board of directors that was comprised of 36 business and civic leaders. My primary goals were to strengthen the board's ability to attract private support while at the same time diversifying its membership. After three years, private support to the Foundation was up 35% over the previous three-year period, and the percentage of board members from traditionally underrepresented groups rose from 15% to 22%. The Foundation initiated alumni and corporate appeals in 1992-1993 utilizing over 100 volunteers who were previously not involved. These efforts resulted in

increases of 39% in alumni contributions, 50% in corporate donations, and 18% in the total number of donors in three years.

**Vice President for Advancement (1988 - 1991)**  
**Assistant Professor of Business Administration**  
**THE COLLEGE OF MOUNT SAINT JOSEPH**

I served as the Vice President for College Advancement at this Catholic, liberal arts college of 2,100 students reporting directly to the President. The College, a woman's college until 1983, had experienced a sharp decrease in traditional students during the 1980's and had difficulty attracting male students to offset this decline. The switch to coeducation had been a genuine problem for certain alumnae leading to a decline in private funding to the College.

***Major Accomplishments***

**Identified and Implemented a Men's Athletic Program to Increase Enrollment:**

Recognizing that the College desperately needed to increase enrollment, I completed a feasibility study to identify ways to attract more male students. After consulting with alumnae, faculty, students and trustees, I recommended that the College design an athletic program to attract male students and increase the College's visibility in the community. Within eight months the Board accepted the recommendation and expanded my duties to include marketing and oversight of the establishment of the athletic program. As a result, student applications from both men and women increased by 31% for the 1990-1991 academic year, and the percentage of men in the freshman class jumped from less than 10% to over 24% in one year. In addition, the average ACT score of entering freshmen improved, and the College had to reopen a wing in a dormitory that had been closed for a decade.

**Increased College Visibility and Attracted Record Private Support:** The College received regional and national attention for its unique approach to attract male students and for the marketing strategies that helped highlight this change. The College was recognized by the Council for the Advancement and Support of Education for outstanding public relations efforts. During my three-year tenure, total giving increased 38% over the previous three years, including a 43% jump in support from foundations and organizations. Alumni participation in the annual fund grew to over 45% based largely on a newly established reunion giving program.

**Associate Director of Corporate and Foundation Relations (1986 - 1988)**  
**PHEAA Grants and NCAA Athletic Grants Coordinator (1983-1986)**  
**THE PENNSYLVANIA STATE UNIVERSITY**

***Major Accomplishments***

**Corporate and Foundation Relations:** During Penn State's \$300 million capital campaign, I was recruited to work with corporation and foundations with the potential to make gifts of more than \$50,000. As a member of the senior development staff that was recognized by CASE as the best advancement team in the nation for two consecutive years, I traveled the nation working

with the senior management of corporations and foundations leading to record levels of giving from these sources. In addition, I served as the liaison to the Office of Sponsored Research for joint proposals.

**PHEAA Grants Coordinator and NCAA Athletic Grants Coordinator:** I began my tenure at Penn State as the financial aid coordinator responsible for awarding financial aid packages to highly-recruited student groups including merit and need-based scholars and later student-athletes and minority students. I served as the athletic grants coordinator and worked directly with coaches and student-athletes to ensure compliance with NCAA rules and regulations. I later took on additional responsibilities by serving as the liaison with the Office of Admissions, by administering the state grant (PHEAA) program and by working directly with the Office of Development.

**Graduate Assistant (1982 - 1983)**  
**EDINBORO UNIVERSITY OF PENNSYLVANIA**

I served as graduate assistant for the football program that ended ninth in the country in NCAA Division II. In addition to my coaching and recruiting responsibilities, I helped develop the first campus-wide academic advising program for all student-athletes. My duties also included representing the university administration at off campus events.

**High School Teacher (1981 - 1983)**  
**HIGHLAND AND TOLEDO CENTRAL CATHOLIC HIGH SCHOOLS**

I taught courses in History, Political Science, Economics, Sociology and Psychology to high school students. I served as the assistant dean of men at Central Catholic, which at the time was the largest Catholic high school in Ohio. At Highland I served as the senior class advisor and Social Studies Department chair. I was also a varsity coach for two sports.

**EDUCATION**

**THE PENNSYLVANIA STATE UNIVERSITY**  
D.Ed., Higher Education Administration, minor in Business Administration (1988)  
Dissertation: *An Assessment of Factors Related to Successful Fund Raising at Public, Doctorate-Granting Universities.*

**EDINBORO UNIVERSITY OF PENNSYLVANIA**  
M.Ed., Educational Administration (1983)

**THE UNIVERSITY OF TOLEDO**  
B.Ed., Secondary Education/Comprehensive Social Sciences (1980)

**HARVARD UNIVERSITY**  
New Presidents Seminar (1994)  
Institute for Educational Management (1993)

### **HONORS AND DISTINCTIONS**

Arthur V. Ciervo Award, The Association of Communicators in Education (2014)  
Citation of Distinguished Service to the Commonwealth, Pennsylvania State Senate (2013)  
Distinguished Alumni Award, The Pennsylvania State University Board of Trustees (2013)  
Honorary Doctor of Humane Letters (L.H.D.), Widener University (2013)  
Chief Executive Leadership Award, Council for Advancement and Support of Education,  
CASE District II (2011)  
Citizen of the Year Award, Delaware County Chamber of Commerce (2007)  
Excellence in Education Award, Boy Scouts of America's Cradle of Liberty Council,  
Philadelphia (2005)  
Excellence in Education Award, March of Dimes, Philadelphia (2005)  
Alumni Fellow, The Pennsylvania State University Alumni Association (2003)  
Bud Williams Legendary Leadership Award, National Association for the Advancement of  
Colored People (NAACP) Northwest Ohio Chapter (2003)  
National Steuben Apple Award for Excellence in Teaching, CASE (2003)  
Distinguished Alumnus Award, Edinboro University of Pennsylvania (2002)  
Pilgrim Award, Defiance College (highest honor given to an individual by Defiance  
College) (2002)  
Excellence in Education Award, The Pennsylvania State University,  
College of Education (2001)  
John Templeton Foundation Top 50 Character Building Presidents in America (1999)  
Distinguished Alumnus Award, University of Toledo College of Education (1999)  
Community Leadership Award, NAACP, Northwestern Ohio Chapter (1999)  
Alumni Leadership and Service Award, The Pennsylvania State University  
College of Education (1996)  
Association for the Study of Higher Education/ERIC Federal Policy Fellowship (1987)

### **PROFESSIONAL AND PUBLIC SERVICE ACTIVITIES**

American Council on Education Commission on Advancement of Racial  
and Ethnic Equity (2006-2009)  
American Council on Education Presidential Mentor for ACE Fellows (2007, 2009, 2013)  
Archdiocese of Cincinnati, Parish Representative – Program to Dismantle Racism (1993)  
Association of Independent Colleges and Universities of Pennsylvania (AICUP) Board of  
Directors, Past Chair (2013-14); Chair, (2012-2013); Vice Chair, (2011-2012);  
Secretary/Treasurer (2010-2011); Finance Committee, Chair (2010-2011)  
Association of Independent Colleges and Universities of Ohio, Board of Directors, (1999- 2002);  
Vice Chair (2001-2002)  
Automotive Association of America of Northwest Ohio Board of Directors (1995-2002)  
Chester Higher Education Council (CHEC) Board of Directors (2007-present);  
Founding Chair (2007-2012)  
Coalition of Urban and Metropolitan Universities (CUMU), Executive Board,  
Vice President (2010-2012); Executive Committee (2006-2012); Conference  
Committee, Chair (2008-2010)  
Council for Advancement and Support of Education (CASE) Board of Trustees, (2011-14);  
Africa Group (2012-2014); Audit Chair (2011-2013); Treasurer, (2013-2014);  
Presidential Search Committee (2014)

Dayton 2003 Committee (1992-1994)  
Defiance Area Crop Walk, Honorary Chairperson, October, 1995  
Defiance Area Society for the Handicapped Annual Fund Drive, Chair (1996-1997),  
Vice Chair (1995-1996)  
Defiance County United Way Board of Directors and Executive Council, (1998- 2002)  
Defiance County Volunteer Connection, Founding Chair (1995-2002)  
Institute for Economic Development, Board of Directors Executive Committee (2002-2014)  
Leadership Dayton Association, Vice President (1992-1994)  
Leadership Defiance County, Co-Founder and Board of Directors (1995-1998)  
Middle States Commission on Higher Education visiting team chair (2005-2008)  
National Association of Independent Colleges and Universities Board of Directors (2005-2008);  
Executive Committee, Secretary (2007-2008)  
National Campus Compact Board of Directors (2008-2014); Vice Chair (2010-2014)  
National Collegiate Athletic Association (NCAA) Executive Committee (2009-2011);  
Administrative Committee (2009-2011); Presidential Search Committee (2010-2011);  
Presidents' Council Division III, Chair (2010-2011); Vice Chair (2009-2010); Joint  
Management Council/Presidents' Council Division III Strategic Planning & Finance  
Committee, Chair (2009-2011); Presidents' Council Subcommittee on Gender and  
Diversity Issues (2007-2009)  
National Service Leader Schools Program, (advisory group established by President Clinton to  
develop and implement a national recognition program for outstanding K-12 service-  
learning programs), Washington, D.C. (1998-2001)  
Ohio Board of Regents Governor's Community Service Council. (2000-2002)  
Ohio Campus Compact Board of Directors (1998-2002); Executive Committee (2000-2002)  
Ohio Foundation of Independent Colleges Board of Directors, (1994-2002)  
Ohio Inter-University Council Chief Advancement Officers Council, Chair (1993-1994)  
Olivet College Board of Trustees (1996-2001)  
PENNSERVE Board Member, Governor's Office of Citizen Service (2011-present)  
Pennsylvania Campus Compact (PACC) Board of Directors (2003-2009);  
Board of Directors, Chair (2004-2005); Board of Directors, Vice Chair (2003-2004)  
Philadelphia Education Fund Board of Directors (2005-2011)  
Project Pericles, President's Council (2004-present)  
State Bank and Trust Company Board of Directors (1999-2002).  
State College Voluntary Action Center Board of Directors (1988)  
University Technology Park Board of Directors, Vice Chair (2002-present)  
Western Hamilton County Economic Council (1989-1991)  
World Presidents Organization (2008-present)  
Young Presidents Organization (1996-2008)

## PUBLICATIONS

- Harris, J.T. (2013). Mission-Driven Crisis Management: A Guide for University Leaders. In Leadership and Governance in Higher Education Handbook for Decision-makers and Administrators (Vol. 2, D 12-5), Berlin: RAABE Academic Publishers.
- Harris, J.T. & Pickron-Davis, M. (2013) From gates to engagement: A ten-year retrospective of Widener University's journey to reclaim its soul and fulfill its mission as a leading metropolitan university. *Journal of Higher Education Outreach and Engagement*. 17 (3). 17-37.
- Hendrickson, R. M., Lane, J.E., Harris, J.T. & Dorman, R.H. (2013). *Academic leadership and governance of higher education: A guide for trustee, leaders and aspiring leaders of two and four year institutions*. Sterling, VA: Stylus. 418pgs.
- Harris, J.T. (2011). How Widener developed a culture of civic engagement and fulfilled its promise as a leading metropolitan university. In M. Ledoux, S. C. Wilhite, & P. Silver (Eds.). *Civic Engagement and Service Learning in a Metropolitan University* (pp.1-11). New York, NY: Nova Science Publishers.
- Harris, J.T. (2010, July/August). Trading places: valuable lessons in leadership. *University Business*. Retrieved from <http://www.universitybusiness.com/article/trading-places>
- Harris, J.T. & Pickron-Davis, M. (Eds.). (2010). Building Community Resiliency: The role of university leadership. *Metropolitan Universities*. 20(3). 5-9.
- Harris, J.T. (2009).The president's role in advancing civic engagement: The Widener-Chester partnership. In I. Harkavy & M. Hartley (Eds.) *New Directions for Youth Development*. 122 (Summer), 107-126.
- Urraca, B., Ledoux, M. & Harris, J.T. (2009) Beyond the comfort zone: Lessons of Intercultural Service. *The Clearing House*. 82. (6). 281-289.  
doi:10.3200/TCHS.82.6.281-289
- Harris, J.T. (2009, April). *No Simple Solution*. Retrieved from Coalition of Urban and Metropolitan Universities (CUMU) Presidential Perspectives website:  
[http://www.cumuonline.org/membership/presidentialperspectives4\\_09.htm](http://www.cumuonline.org/membership/presidentialperspectives4_09.htm)
- Harris, J.T. & Harkavy, I. (2008, September 12). An Education on Higher Education for the Next President. *The Chronicle of Higher Education*. Retrieved from <http://Chronicle.com/article/An-Education-on-Higher/9309>
- Harris, J.T. (2006, November 20). Involvement builds campus character. Retrieved from the National Collegiate Athletic Association (NCAA) website:  
[http://web1.ncaa.org/web\\_files/NCAANewsArchive/2006/Editorial/involvement%2Bbuilds%2Bcampus%2Bcharacter%2B-%2B11-20-06%2Bncaa%2Bnews.html](http://web1.ncaa.org/web_files/NCAANewsArchive/2006/Editorial/involvement%2Bbuilds%2Bcampus%2Bcharacter%2B-%2B11-20-06%2Bncaa%2Bnews.html)

- Musewicz, J., Pickron-Davis, M., Harris, J.T., & Marczyk, G. (2006). The role of leadership development in addressing urban community challenges. *The International Journal of Continuing Social Work Education*. 8(2-3). 50-63.
- Harris, J.T. (2005). Higher education, college rankings and access for lower income students. (Abstract) *Black Issues in Higher Education*. 21. (24) 106. EJ709779 (ERIC).
- Lingenfelter, M. & Harris, J.T. (2003) Riding the RMS advancement: Is compensation the issue that will sink the profession? *CURRENTS*, 29(4). 11-12.
- Harris, J.T. & Harkavy, I. (2003). Colleges, universities and communities advancing social and economic justice. *Journal of Poverty Law and Policy*. 37.(3-4). 149-153.
- Harris, J.T. (2002, November 15). Putting up the president. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Putting-Up-the-President/30379/>
- Santilli, N.R., Falbo, M.C. & Harris, J.T. (2002). Does volunteering and community service facilitate psychosocial development? In F. Aquila (Ed.) *Service-learning research K-16: Innovation and change in American education*. Washington, D.C. Corporation for National Service.
- Harris, J.T. (2000). James Harris, Past President. *Journal of College and Character Presidents' Diaries*. Paper 10. Retrieved from [http://journal.nespa.org/jcc\\_presidents\\_diaries/10](http://journal.nespa.org/jcc_presidents_diaries/10).
- Harris, J.T. (1998). Defiance College: A case study in cultural change. In M. Rothman (Ed.). *Establishing Universities as citizens: towards the scholarship of engagement (pp.2-7)*. Indianapolis, IN: Indiana Campus Compact.
- Harris, J.T. (1997). Mandatory volunteerism: The key to civic responsibility? *Compact Current*. 2.(5). 5.
- Harris, J.T. (1995). Share the glory: Everyone – not just the fund raiser – has a role in attracting gifts. *CURRENTS*. 21.(4). 56.
- Harris, J.T. (1991). Private support for public universities: Building a theoretical base. *Review of Higher Education*. 13. (4). 519-538.
- Harris, J.T. (1990). From matching gifts to major gifts. *Matching Gift Notes*. Washington, DC: Council for Advancement and Support of Education/National Clearinghouse for Corporate Matching Gift Information.
- Harris, J.T. (1989, October 25). Liberal arts colleges threatened by shifts in corporate giving. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Liberal-Arts-Colleges/68663/>
- Harris, J.T. & Bezilla, M. (1987, October). Excellence or elitism: Foundations must decide. *The Chronicle of Higher Education*, A52.



**SELECTED ACADEMIC PRESENTATIONS AND ADDRESSES**

Harris, J.T. & Pickron-Davis, M. (June, 2014) *Conflict and Collaboration: An American Case Study*. Higher Education for Democratic Innovation Global Forum 2014. Sponsored by the Council of Europe; the US Steering Committee of the International Consortium for Higher Education, Civic Responsibility and Democracy; Queen's University Belfast; the European Wergeland Centre; and the European Students' Union. Belfast, Northern Ireland.

Harris, J.T. (June, 2014). *Leading with the heart in a heady business*. Management Development Program (MDP) at Harvard University Graduate School of Education, Cambridge, MA. (Annual presentation for MDP since 2001).

Harris, J.T. (April, 2014). *Leading with your heart in uncertain times*. Council for the Advancement and Support of Education Asia-Pacific Annual Meeting. Closing Keynote Address. Hong Kong, China.

Harris, J.T. (2014, March). *Higher education's essential role in promoting democracy*. Acceptance Speech. Arthur V Ciervo Award. Hershey, PA.

Harris, J.T. (2013, June). *Implementing strategic planning at an engaged institution*. The Center for the Study of Higher Education's Leadership Academy, Pennsylvania State University, University Park, PA.

Harris, J.T., Boyte, H., Hogan, B., Pribbenow, P., Pelton, M.L. (2013, January). *Strengthening the public purposes of higher education*. Panel discussion presented at the Council of Independent Colleges Presidents Institute Workshop. Palm Harbor, FL.

Harris, J.T. (2012, November). *From gates to engagement: Widener's journey as an anchor institution*. Keynote speech at the Building Resiliency: The Role of Anchor Institutions in Sustaining Community Economic Development Conference. Sponsored by the White House Office for the Strong Cities/Strong Communities Initiative. Chester, PA.

Harris, J.T. (2012, November). *Emerging Issues in American Higher Education*. Presentation At Dongseo University, Busan, Republic of Korea.

Harris, J.T. (2012, November). *Where do we go from here? Presidential Perspectives in the movement over the next twenty years*. Panel presentation at the International Conference in Celebration of the 20<sup>th</sup> Anniversary of the University of Pennsylvania's Netter Center for Community Partnerships, 1992 to 2012, Philadelphia, PA.

- Harkavy, I., & Harris, J.T. (2012, October). *The role of institutional leadership in building engaged learning economies*. Keynote address at Campus Compact 2012 Presidents Leadership Summit, Chattanooga, TN.
- Harris, J.T. (2011, July). *Engaging leaders: working effectively with your trustees*. Published interview with Professor Richard P. Chait, Harvard University's Graduate School of Education. The Woolbright Group Newsletter.
- Harris, J.T. (2011, March). *It takes heart to lead in tough times*. Keynote address at the Eastern Association of College and Universities Business Officers (EACUBO) Annual Meeting, Philadelphia, PA.
- Harris, J.T. et al. (2010, June). *College presidents speak: community impact and the role of higher education institutions*. Panel presentation at the National Conference on Volunteering and Service, New York, NY.
- Harris, J.T. (2010, June). *Developing strong academic leaders*. Keynote presentation at The Center for the Study of Higher Education's Leadership Academy, Pennsylvania State University, University Park, PA.
- Harris, J.T. (2009, November). *The role of universities in preparing global citizens*. Keynote speech at Chongqing Technology and Business University, Chongqing, PRC.
- Harkavy, I., Diner, S., Harris, J.T., Hart A.W. & Holtscheider D. H. (2009, October). *Anchors and catalysts: the role of urban and metropolitan universities in revitalizing American cities*. Keynote panel presentation at the Coalition of Urban and Metropolitan Universities (CUMU) 15<sup>th</sup> Annual Conference, Philadelphia, PA.
- Harris, J.T. (2009, October). *Engagement reconsidered*. Keynote presentation at Pennsylvania Campus Compact (PACC) Partnerships that Work: The Challenges and Successes of Sustaining Campus/Community Collaborations Conference, Tannersville, PA.
- Harris, J.T. (2009, June 1). This I believe. (Radio broadcast).WHYY, Philadelphia, PA.
- Harris, J.T. (2009, January). *Lessons learned from successful presidents*. Presentation at the Council for Advancement and Support of Education (CASE) Conference, San Diego, CA.
- Harris, J.T. (2008, February). *The power of place: regional higher education networks for community transformation*. Keynote panel presentation at the 20<sup>th</sup> Anniversary Philadelphia Higher Education Network for Neighborhood Development, University of Pennsylvania, Philadelphia, PA.
- Harris, J.T. (2008, January). Panel presentation at the 38<sup>th</sup> Annual Council for the Advancement and Support of Education (CASE) meeting, San Juan, Puerto Rico.

- Harris, J.T. & Pickron-Davis, M. (2007, October). *Striving to become saviors of our city: A model of inter-institutional collaboration*. Presentation at the Coalition of Urban and Metropolitan Universities (CUMU) Conference, Baltimore, MD.
- Caldwell, A.W, Harris, J.T. & Bornstein, R. (2007, February). *The ultimate partnership – CEO and CAO*. Presentation at the Council for Advancement and Support of Education (CASE) District I & II Joint Conference, New York, NY.
- Harris, J.T. (2005, December). *Rethinking the social compact*. Presentation at The Penn State Forum Speaker Series, Pennsylvania State University, University Park, PA.
- Harris, J.T. & Pickron-Davis, M. (2005, October). *The role of leadership development in addressing urban community challenges*. Panel presentation at the Annual Meeting of the Coalition of Urban and Metropolitan Universities, New York, NY.
- Harris, J.T. & Durant, L.S. (2004, February). *Strategic planning for advancement: A view from the top*. Presentation at the Council for Advancement and Support of Education (CASE) District II Annual Meeting, Philadelphia, PA.
- Harris, J.T. (2003, April). *Parity in the profession*. Keynote presentation at the Council for the Advancement and Support of Education (CASE) Annual Meeting of Senior Advancement Services Professionals, Cambridge, MA.
- Harris, J.T. & McCoy, J. (2003, February). *She runs a 4.4 forty!* Presentation at the College Board Midwestern Regional Conference. Chicago, IL.
- Harris, J.T., Dowdall, J & Cotton, R.D. (2003, February). *Negotiating the presidential contract*. Panel presentation at the American Council on Education (ACE) Annual Meeting, Washington, DC.
- Cohen, A., Bartelt, D., Birge, J., Harkavy, I., & Harris, J.T. (2003, January). *The origins of higher education collaboration in the Philadelphia region*. Keynote panel presentation at the 5<sup>th</sup> annual Philadelphia Higher Education Network for Neighborhood Development Conference. Bryn Mawr College. Bryn Mawr, PA.
- Harris, J.T. (2000, November). *Service-learning: a new formula for citizenship*. Keynote Address at the Association for General and Liberal Studies 40<sup>th</sup> Annual Conference. Chicago, IL.
- Harris, J.T. (2000, January). *The urban university as a responsible citizen*. The Adams Visiting Scholars Series. Indiana State University. Terre Haute, IN.
- Harris, J.T. (1999, October). *The engaged campus*. Keynote address at the Service-Learning 101 Conference. Midwest Collaboration of State Campus Compacts. Columbus, OH.
- Harris, J.T. (1999, June). *Pity or compassion: what should we expect from service-learning?* Keynote address at the National Higher Education Rural Service-Learning Conference.

Maine Campus Compact and the Corporation for National Service. St Joseph's College, Standish, ME.

Harris, J.T. (1998, June). *Civic Engagement and institutional change*. Keynote address. Universities as Citizens, 1998 Summer Planning Institute. Ohio Campus Compact in conjunction with the Midwest Collaboration of Campus Compacts. Columbus, OH.

Harris, J.T. (1998, March). *Board essentials: developing a great board of trustees*. Board Training Seminar sponsored by the United Way of Defiance County. Defiance, OH.

Harris, J.T. (1998, January). *Building an enrollment management team for the 21<sup>st</sup> century* Keynote Address. Ohio ACT Assembly Educational Conference. Columbus, OH.

Harris, J.T. (1997, November). *The Bottom Line benefits of diversity initiatives*. Multicultural Leadership Workshop. Miami University, Oxford, OH.

Harris, J.T. (1997, March). *Closing a major gift*. Council for the Advancement and Support of Education (CASE) Conference. Philadelphia, PA.

Falbo, M., Harris, J.T., & Santilli, N. (1997, February). *Collaborative Efforts of Two Institutions: Designing and Evaluating Character Development from a Constructivist Developmental Perspective*. Institute on College Student Values. Florida State University. Tallahassee, FL.

Harris, James T. (1996, July). *Raising Funds in Hard Times*. Council for the Advancement and Support of Education National Assembly (CASE). San Francisco, CA.

Harris, James T. (1996, May). *Celebrating the diversity of America*. Keynote Address at Defiance County Memorial Day Celebration. Defiance, OH.

Harris, James T. (1995, May). *Make a difference with your life*. Commencement address at Northwest State Community College. Archbold, OH.

Harris, James T. (1995, August). *The future is in your hands*. Annual Volunteers Conference and Board of Trustees Meeting. The Citadel. Charleston, SC.

### **INTERNATIONAL TRAVEL WITH COLLEGE STUDENTS**

Belize, Bolivia, Brunei, Canada, Czech Republic, Jamaica, Malaysia, Mexico, Netherlands, People's Republic of China, Botswana, Kenya, Republic of Korea, Singapore, South Africa, Russia, Tanzania.