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November 1, 2014
Dear Search Committee Members:

The vacancy for the position of President at your institution prompts me to submit my application. My background and experiences are both significantly broad—embracing more than thirty years of leadership in education, business and the military.

As the Senior Vice President/Chief Academic Officer at Essex County College (ECC), I have total responsibility for all academic programs, and assume full responsibility for the institution in the absence of the President. My direct oversight of both Academic and Student Affairs, as well as Continuing Education and community outreach programs, over two campuses in two different cities, is flanked by the responsibility of ensuring the academic success of 28,000 students enrolled in 48 Academic programs, and Continuing Education programs. During my tenure at ECC, I led teams of internal and external professionals to generate in excess of $35M in new capital through Federal, State, and private grant funding opportunities, as well as Foundation, philanthropic and alumni channels.

Prior to my current post, I was the Dean of Engineering Technology and Workforce at ECC. Before my ECC experiences, I held several positions at Medgar Evers College of the City University of New York to include Department Chair, Executive Director of Enrollment Management, and Dean of the School of Business. Additionally, while at Medgar Evers College as a faculty member, I coordinated, developed and facilitated courses under the marketing, management and entrepreneurship curricula. At American University in Washington, DC, I was Director of Contracts and Marketing; and before that experience, Coordinator of Admission and Recruitment, School of Business, Florida A & M University.

Prior to my sixteen years in higher education, I held a management position with General Electric as the Area Service Manager, Medical Systems Division; and was responsible for the leadership of a team of sales professionals and mechanical engineers engaged in sales and service delivery for high technology imaging systems. Under my leadership, sales tripled from $3M to $9M.

As a decorated Veteran of the Gulf War, I spent approximately ten years in the US Marine Corps, and was promoted in rank from Lieutenant to Captain. I was responsible for developing strategic plans for the deployment and sustainment of military personnel to various regions of the world.

My broad academic, business, technical and military backgrounds are buttressed by my strong commitment to ethics and integrity. Know that I am a dynamic, goal-oriented leader, with a proven track record. Furthermore, I am highly motivated and adept at strategically leading change; identifying and developing talent and maximizing resources for the advancement of the organizational agenda. As a visionary, I am a positive team builder, a proponent of the global community; and an advocate of our technological society.

Based on the requirements you seek in your next President, know I embody these qualifications and respectfully request an opportunity to discuss my educational leadership philosophy in more detail.

Should the committee need any additional information, please do not hesitate to contact me.

Sincerely,

EDWIN L. KNOX, PH.D.

Educational Philosophy and Vision
As a passionate educator of minds for nearly 30 years, I have codified and sustained a philosophy founded on the principled aphorism—*it takes a village to rear a child*. Historically, this philosophy is entwined in the cultural fabric of many nations around the world, and has sustained for millennia. This mindset, i.e., philosophy, invariably appeals to all levels, and all areas of education, the breadth and depth of which extends in educating and training persons for the military…educating, training and mentoring professionals of industries…and of course, the general education and development of scholars.

Relative to the institution of higher education, the college campus is our proverbial village; and as leaders within this village, we must be good stewards and guardians of knowledge. We are privileged to ensure knowledge is shared with all those who seek it. We must be visionaries. It should be the empirical objective of the collective, both the faculty and the administration, to ensure all pathways to knowledge are unencumbered for any student seeking to learn. To this end, our collective focus always should be our students, and our goals always should be firmly rooted in…1) enriching, elevating, and updating students’ experiences, with character preeminence foremost in mind. (It is this character preeminence which keeps students focused); and 2) ensuring each student acquires the passion, connectivity, and skills in their role and responsibilities to advance the world through education.

It is not only incumbent of a College President to possess the instinctive ability to galvanize, motivate and provide direction and support to faculty, also it is incumbent of each member of the faculty to embrace and know his or her role as members of a team (the village)—to foster education, and develop eager, hungry minds. Each must truly recognize, being accountable and responsibility to the welfare of our students is not an option to ponder, but a self-imposed mandate of all dedicated educators.

In the role of President of an institution of higher education, my vision is clear—develop an institutional model to be revered by my peers with the wont to replicate. This vision will come to fruition when these three objectives are met:

1. Increase institutional capital to ensure a sustainable, world class living and learning environment, while enhancing institutional character to produce more reliable graduates, who will contribute positively to the world in distinctive ways.

2. Develop an institutional portfolio of diverse, sustainable capital, to include, but not limited to financial, human, information, intellectual and marketplace capital, and

3. To sustain a high quality, data-driven faculty, who continuously strive for operational excellence, in a state of the art physical infrastructure; ensuring our capacity to develop and produce more of the best students in the world.

**Leadership Experience**
Leadership manifested in my lifetime at an early age, as I well remember being the over-protected big brother of my two siblings, in a single household, headed by a working mother. While growing up, I was active in little league and intramural sports, serving as team captain for most of my teams—providing a basic framework for a role of a leader within the context of a team. Albeit, this experience pales in comparison to leadership in a large corporation, my earlier experiences provide the knowledge, as well as the foundation for my appreciation of how teams are comprised, i.e., teams are a composition of diverse people, with diverse talents and skill sets, working in tandem for a common cause…purpose, and objective—to win…to excel…to be the best.

My appreciation for leadership advanced while in high school and in college. In high school, I served in the student government, and was a section leader in the band; and in college, I served as the freshman class President, the Congressman for my sophomore and junior class; and senior class Senator. In addition, I served in a leadership capacity in many student clubs and academic teams. Most significantly, it was during my college years I began a route towards military leadership as a member of the Navy Recruit Officer Training Corp (ROTC).

Upon graduating from college at age 20, with a BS in Management from Florida A & M University, I was commissioned an Officer in the United States Marine Corps. Immediately thereafter, I entered an intense six-month Officer Leadership Training Program in Quantico, Virginia, were I received instruction and hands-on applications of leadership: team building, vision, mission establishment, sources of power, goal setting, negotiation, conflict resolution, shared decision-making, morale building, giving and enforcing directions. There, I quickly understood effective leadership depended on building confidence in subordinates through knowledge and modeling of behavior. Additionally, I learned the importance of followership—leadership from a bottom up perspective. This single lesson deepened in me a value of ‘taking care of people first—in return they will take care of you, and the organization. During my military tenure, I was responsible for training junior officers and non-commission officers.

After the intense six-month leadership training, I assumed my very first command, which was a 30-member logistic platoon in Okinawa, Japan. This was the most significant advancement in my appreciation for leadership, as I was one of the youngest officers, much younger than those to whom I was charge to lead. I learned leadership was about understanding how to get things done through people, which requires one to bear a broad appreciation of social and cultural dimensions, with a large dose of psychology. I also learned leadership was harder than it looked. Throughout my military career, I rose in rank to Captain, and assumed larger organizational leadership responsibilities; moving from a command of a platoon to a 300 plus layered company, to serving as a Logistic Officer of a 1,500 plus Battalion.

Leaving my military service behind, I matriculated at George Washington University and completed the requirements for an MBA degree in Marketing, and returned to receive a MTA degree in Sports and Events Management and Marketing. Armed with the academic grooming and the leadership experience, I was recruited by General Electric as an area service manager, to provide leadership to a team of engineers in a four state corridor. With a limited exposure to innovative technology, I lead my team to achieve the highest sales volume and service contracts on the Magnet Resonance Imaging Systems, a leading technology at the time, in the region. It was this experience that taught me leadership was not a local concept or industry specific, but global in concept and application.

Ending my corporate journey, I began my career in higher education: teaching, administration, research, and community development—focusing on management, marketing and entrepreneurship development. As an administrator, I led efforts in recruitment, admission, enrollment, and student life. I started as a coordinator of admissions, moved upward to Director of Summer Programs and Contracts, and from this position, advanced
to the Executive Director of Enrollment Management at various rural and urban institutions. As a faculty member, I taught leadership, organizational theory, organizational behavior, marketing and entrepreneurship concepts and theories—using the surrounding community as a living laboratory for research and practical engagement. In addition, I consulted with entrepreneurs and corporate partners on leadership training for their labor force, as well as leadership training to students who will inherit future leadership roles and responsibilities.

As Coordinator of Admissions and Recruitment for the School of Business at Florida A&M, I was responsible for all strategic planning to recruit and admit students into the School of Business, as well as developing the financial aid packages to assist with recruiting students. One major accomplishment during my tenure was attracting 26% of the National Merit Scholars for 1994-1995 into our business and other academic programs.

My strong leadership abilities propelled me from the role of Department Chair in the School of Business, into the role of Dean of the School of Business, at Medgar Evers College, where I was responsible for the overall administration of the School of Business. I provided leadership for five academic departments and three Centers engaged in entrepreneurship, small business, and economic development.

As a consequence of my leadership talent being recognized and revered in the arena of higher education, I was catapulted by the Vice President of Essex County College to join her executive team as Academic Dean. Recognizing my leadership skills, buttressed by my ability to galvanize and motivate faculty and students, as well as my demonstrated organizational development; the Vice President, now President, offered her former position to me, after only eight months as an Academic Dean.

As Vice President of the largest community college in the State of New Jersey, I continue to elevate the college to a new level of excellence, as recognized not only by those directly linked to Essex County College, to include the President, the Board of Trustees, faculty and students; but also by community leaders, business executives, as well as heads of other colleges and universities across the State. This continued elevation towards excellence is rooted in a solid foundation of leadership and esprit de corps, which I employ to inspire, motivate, and educate my leadership team, faculty, student body, and the community at-large.

CONTRACT NEGOTIATIONS

[2013] As Vice President of Academic Affairs, negotiated contract for 128 full-time faculty, 780 adjunct faculty; and nearly 1,200 administrators, professionals and security. All contracts were settled for a minimum of three years. (Essex County College)

FUNDING DEVELOPMENT / INSTITUTIONAL ADVANCEMENT

[2013] Led a team of senior faculty members and external professionals to develop a comprehensive funding proposal to secure $28M in infrastructure capital through the State of New Jersey. The funds are being used to upgrade facilities and expand services for students, including a new computer center, which includes the purchasing of 500 new computers, as well as supportive IT infrastructure equipment.

[2009] Secured a $1M grant from Omnicom, one of the world-leading advertising agencies, to identify train and develop under-represented minorities for careers in advertising. Was responsible for developing the
EDWIN L. KNOX, PH.D.

Curriculum to include field experiences and internships. Students completing the program were placed either at Omnicom, or other advertising agencies. (Medgar Evers College School of Business)

[2009] Secured $35,000 in seed capital to start the first research center at Medgar Evers College from City University of New York. (Medgar Evers College School of Business)

[2009] As Dean of the School of Business, galvanized a team of internal and external professionals to secure a $1M Federal grant through the Department of Health and Human Resources to establish a research project focused on the impact of mentors on minority youth. (Medgar Evers College School of Business)

ORGANIZATIONAL DEVELOPMENT

As Vice President of Academic Affairs, recognized the entire structure of Division of Academic Affairs to streamline the reporting process, and to align properly departments with divisions, which resulted in a more cohesive organizational structure, and the creation of the S.T.E.M. and Health Sciences division. (Essex County College)

As Executive Director of Enrollment Management, restructured Admissions Division, and took all members on a retreat to assess the needs of the organization, and to help employees identify their strengths which they could effectively contribute to the realigned organization. This resulted in an increase productivity, and efficiency, as well as higher admission, retention, and graduation rates. (Medgar Evers College)

Took Business Faculty on a retreat for strategic planning for discussions on new directions of the school to include new degree programs, as well as populations for the school, and to continue planning for business secondary accreditation – Accreditation Council for Business Schools and Programs. (Medgar Evers College)

STUDENT CLUBS AND ASSOCIATIONS STARTED

Established several students clubs and associations, including the American Marketing Association (AMA), American Advertising Federation (AAF), and Students in Free Enterprise (SIFE).

BUDGETARY AND FINANCE

Currently co-manage a budget in excess of $66M for Essex County College.

Compendium of Engagements and Activities (2012-2014)

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<th>MEETING / ACTIVITIES</th>
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<tr>
<td>Academic Deans</td>
<td>Update and discussion on current and emerging issues in the academic areas (Liberal Arts; STEM; Business, Industry &amp; Government). An indicative listing of items discussed includes new courses and programs (e.g. Hip Hop Business Courses); articulation agreements with other colleges like Phoenix, Pillar, Saint Peter’s and Kean; course scheduling; budgets; strategic planning; faculty hiring; faculty evaluations; program and course assessments; retention initiatives, etc.</td>
<td>Through these meetings, I provided guidance, support and mentorship to the three academic deans during the transition to a new administration and the reorganization of the college.</td>
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<td>Transition Meetings</td>
<td>This is a forum for discussion on all institutional issues including strategic directions, budgetary matters, assessment and reorganization. In effect, this is the pre-cabinet meeting where issues are discussed and recommendations refined for the decision of the President’s Cabinet.</td>
<td>These meetings served to expedite the decision-making process for senior administration. Served as Co-Chair for the Transition Meetings, as well as guided and shaped the discussions and decisions of this body.</td>
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<td>Deans/ Directors</td>
<td>Updates and discussions with Deans and their direct supervisory staff (e.g. Director of the Library, Director of Media Production and Technology, Director of Evening and Weekend and Online Courses).</td>
<td>These meetings provided an opportunity for supervisory personnel to participate directly in discussions on issues impacting their work/areas. Team building and improved morale was also an important outcome of these meetings.</td>
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<td>Joint Chairs Meetings</td>
<td>Forum hosted by the Dean for their Chairs to come together to discuss and debate issues impacting all academic areas, particularly institutional issues like strategic planning and assessment.</td>
<td>Participate to provide support to the Deans, and reinforced the vision for strong leadership among the Deans land their Chairs</td>
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<td>President’s Cabinet Meetings (8 members)</td>
<td>The President’s Cabinet is the highest decision making body of the institution. Meetings of the Cabinet typically deal with strategic directions, budget, and institutional policy.</td>
<td>My participation in the meetings ensured accurate representation of academic issues to the Cabinet; as well as afforded the Cabinet the benefit of my skills in organizational analysis and structure, at a time when the College was in transition mode.</td>
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<td>Instructional Affairs Council (IAC) (30 members including the Chairs of the 6 Governance Councils, 3 Academic Deans, and representation from Enrollment Services, Financial Aid, Facilities, IT, General Counsel, Community &amp; Extension Programs, Bursar, Recruitment &amp; Retention, Assessment &amp; Institutional Research and Marketing &amp; Communication.)</td>
<td>The overall purpose of the Instructional Affairs Council is to coordinate and evaluate all activities that directly impact on the quality of our instructional and student services; and to submit procedural and policy recommendations to the Cabinet.</td>
<td>I restructured the IAC to include representation from all levels of the college. Provided guidance, leadership and mentorship for the group, and moved major action on major issues like academic computing.</td>
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<td>Board of Trustees Public Meetings</td>
<td>The purpose of the Board of Trustees meetings is to approve institutional policies and make decisions on all budgetary matters in fulfillment of the fiduciary responsibilities, with which the Board is charged.</td>
<td>Assisted with framing actions for Board approval, and by so doing, I have routinely and significantly contributed to operational efficiency at the college. I ensured efficient processing of Board action on grants, new programs and courses; and the hiring and promotion of faculty and staff, in support of the reorganization agenda of the new administration, and the maintenance of routine college operations.</td>
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<td>Board of Trustees Academic Affairs, Student Success &amp; Community Relations Committee</td>
<td>This committee meets to provide the Board with information about current activities in academic and student affairs and community relations. My responsibilities include initiating and leading presentations to the Board on academic and student matters.</td>
<td>The outcome of those meetings continues to be a well-informed Board Committee.</td>
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<td>Governance Councils six councils: Academic Advisory Council (AAC); Academic Foundations Advisory Council (AFAC); College Curriculum Advisory Council (CCAC); Institutional Computing Advisory Council (ICAC); Professional Development Advisory Council (PDAC); and Standards and Assessment Advisory Council (SAAC).</td>
<td>The purpose of the six Governance Councils is to work within their subject areas for improvements in academic affairs, developmental and remedial education, curriculum, (including General Education, use of technology for instructional purposes, professional development of faculty, and the upholding of academic standards.</td>
<td>I provide major guidance to this group and created a new college-funded position to provide administrative support for their work. By doing this, we began building a team of dedicated faculty, increased their efficiency, improved morale, and continued to move the transformation and reorganization agenda of the new administration.</td>
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<td>New Jersey Community Colleges Academic Affairs Affinity Group (NJCCAAAG)</td>
<td>The purpose of the Academic Officers group is to provide a forum for discussion of academic matters of mutual concern and to develop and recommend to the Presidents common positions on strategic priorities for improving quality and access at NJ community colleges.</td>
<td>My participation in these groups helped to ensure consideration of ECC;s position on major issues, and kept the college’s voice and views in the discussions about matters impacting the sector.</td>
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<td>Task Force on Shared Governance (18 faculty and 3 academic deans)</td>
<td>This Task Force was created by the Vice President to restart the conversation about shared governance between the faculty and the administration after the scoping of the faculty contract some 6 years ago. The Task Force has discussed mentoring, faculty awards, membership and leadership of the Governance Councils.</td>
<td>My charge to this group was to discuss and propose a new shared governance structure that will provide a solid platform for faculty-administration partnership in governance going forward. This initiative represented a bold attempt to effect a change in culture at the institution, in support of the organizational transformation envisioned by the new administration.</td>
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<td>Labor Negotiation (seven unions); Administrative Association; Adjunct Faculty Federation Local 222 AFT; Faculty Association; Fraternal Order of Police Association (FOP); Professional Association; security Association (SA); and Support Staff Association (SSA)</td>
<td>The purpose of these meetings was to negotiate with the seven bargaining units on new contracts.</td>
<td>The outcomes of the negotiating meetings were seven new collective bargaining agreements; and stability of high morale in the workforce.</td>
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<td>Grant Preparation and Implementation *PBI: Predominantly Black Institutions Grants *NAIL-IT: Perkins *H-1 B Visa Grant *TAAACCCTP: US DOL Trade Adjustment Assistance Community College &amp; Career Training Grants Program *Avionics Grant *Supply Chain Management Grant</td>
<td>The purpose of these meetings as to negotiate grant opportunities and/or to build and guide teams who will be developing grant proposals to bring funding to the college.</td>
<td>The outcomes of these meetings have been successfully completed grant proposals for submission to competitive grants processes. Grant awarded in sum of $4.9M included: supply Chain Management Grant Consortium) $1.37 million; Nail-ITG consortium (Newark Area Industry Linked Information Technology) Grant $2.75 million; Perkins $750,000.</td>
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<td>*Community Partnerships</td>
<td>Community engagements include both formal and informal events, meetings and social activities.</td>
<td>These meetings allow ECC to engage with community partners and help to advertise the college and build relationships with community stakeholders.</td>
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<tr>
<td>*FOCUS</td>
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<td>*Victoria Foundation</td>
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<td>*Newark Alliance</td>
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<td>*Graduation</td>
<td>The purpose of graduation is to confer degrees on students who have met degree requirements.</td>
<td>As the coordinator of these events, the outcome of the planning was an efficient high quality Student Awards Night, Graduation Ceremony and Graduation Receptions. These events are pivotal to the work of the college, and are major advertisements and morale boosters for staff and students alike. Essex County College graduated more than 1,500 students in 2014.</td>
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<td>*Awards Night</td>
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<td>*Prudential Center Event</td>
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<td>*Graduation Receptions</td>
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<td>*College-wide Convocation</td>
<td>The college-wide convocation is the formal and official gathering of faculty and staff to signal the start or the new academic year. The President delivers the charge to those gathered, and a guest speaker may reinforce some chosen theme. Adjunct faculty members receive their charge at a separate orientation that evening on Convocation Day.</td>
<td>As the coordinator of these event, the outcome of Convocation is both practical and symbolic. The entire college community come together join forces in service to the students at the start of the new academic year. This is generally a very spirited well-attended event.</td>
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<td>*Adjunct Faculty Convocation</td>
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Higher Education Experience

A dynamic, well qualified and goal oriented leader with a proven track record of more than 30 years of experience in the leadership and management of complex organization across diverse industries. Adept at leading change, identifying and developing talent, and maximizing resources for the advancement of the organizational agenda.

Vice president, Essex County College, Newark, New Jersey (March 2013 – Present)

Responsible for the leadership of all academic related affairs in the College. Responsible for the quality of faculty and academic programs. Direct oversight of the Deans of the College’s academic units—Liberal Arts, STEM and Health Sciences, Business, Industry and Government. In addition, manages a broad portfolio of duties that includes responsibilities for faculty recruitment, retention, tenure and promotion, merit awards and professional leave; the College’s Library, MPT, various academic centers, programs and services, such as study abroad and on-line programs. Collaborates on matters related to strategic planning, budget, facilities, student affairs, human resources, institutional advancement, college relations, legal issues and information technology. Coordinate between industry and civic leaders to develop cooperative learning opportunities for students.
Serves on the President’s Executive Leadership Team, and provides oversight of all college operations in the President’s absence.

Dean of Engineering, Technology and Workforce, Essex County College, Newark, New Jersey (September 2012—March 2013)

Responsible for the administration of an area comprised of three Academic Divisions, 29 A.S. and A.A., S. academic degree programs, 4 academic certificates and 13 certificates of completion as well as a Center of Academic Foundations. Provide leadership to faculty and staff in the development, implementation, assessment and enhancement of curricula in engineering technology, computer science, nursing, allied health and business disciplines that lead to student success in the workforce and in higher academic pursuits. Seek and encourage opportunities for faculty development in areas of teaching, research and community service. Work with institutional leadership to assess and enhance policies that strengthen teaching and learning. Work with external constituents to develop opportunities for funding of academic programs, support of student development programs and to align programs with industry and academic expectations.

Faculty, Department of Business Administration. School of Business, Medgar Evers College, City University of New York (1998-2012)

Responsible for the development and teaching of management, marketing and entrepreneurship curricula. Serve as a coordinator of marketing program. Implement co- and extra-curriculum activities that enhanced the central business administration curriculum. Served as an advisor and mentor for students, clubs and organizations. Coordinate the School of Business Annual Conference.

Dean, School of Business, Medgar Evers College, City University of New York (2008—2009)
Responsible for the overall administration of the School of Business. Ensures the enactment and implementation of University, College and School policies. Provided leadership in the development of a cohesive framework for the effective delivery of a business education curriculum, built on an expensive appreciation of the roles of faculty, students, alumnae, and community small business, corporate and governmental partnerships. Provided leadership to five (5) academic departments. Gathered, analyzed and distributed information that enhanced the processes of the academic departments and school. Performed curricula and program audits. Developed opportunities for faculty development in areas of teaching, research and community service. Developed plans to recruit and retain students in the school. Worked with external Constituents to develop opportunities for funding of academic programs and student development programs. Supervised the policies and practices of three (3) Centers engaged in entrepreneurship, small business and economic development.

**Executive Director of Enrollment Management, Medgar Evers College, City University of New York (1999-2000)**

Responsible for the development of plans to integrate campus operations and activities that provided a seamless recruitment, admissions and matriculation of students in academic programs. Coordinated with the academic leadership to implement policies and activities that positively impacted the enrollment, retention and graduation of students. Provided leadership to personnel involved in the enrollment process.

**Director of Summer Housing, Contracts and Marketing, American university, Washington, DC (1995—1997)**

Responsible for developing marketing and recruitment plans to attract leading national and international nonprofit organization to the campus during the summer months. Coordinated the use of campus facilities for the conduct of conferences, to include lodging and dining. Recruited and supervised 45 personnel responsible for the management and delivery of contracted services. Generated over 2.5 million in revenue annually.

**Coordinator of Admission and Recruitment, School of Business, Florida A&M University, Tallahassee, Florida (1993—1995)**

Developed marketing strategies and plans to attract national merit and achievement scholars to the University and School of business provided leadership to a staff responsible for processing applications and communications with over 2,000 applicants per year. Recruited the highest number of merit and achievement scholars for the institution.

**OTHER TEACHING EXPERIENCES**

Morgan State University, Ph.D. Business Program, 2003-2007  
Advertising (Graduate Assistant)

Jackson State University, Ph.D., Business Program, 2002-2003  
Computer Applications in Business (Graduate Assistant)
Clark Atlanta University, 1997
Professional Selling (Adjunct Instructor)

DeKalb County School System, Decatur, GA (1997)
Substitute Teacher

Prince George County Public Schools, Forestville, MD (1994)
Substitute Teacher

Business and Military Experiences

Area Service Manager, Medical Systems Division, General Electric, (1991—1993)

Responsible for the leadership of a team of sales professionals and mechanical engineers engaged in the sales and service delivery for high technology imaging systems. Provided the planning and supervision of a four-state territory that generated annual sales of 50+ millions in product sales and service contracts.


Responsible for the development of strategic plans for the deployment and sustainment of military personnel to various regions of the world. Provided tactical training and development of military personnel via garrison and field training. Provided leadership training for junior officers and senior enlisted military personnel.

Received numerous General and Command Commendations, medals and awards for outstanding service and performance of duties. Decorated veteran of the Gulf War.

CONSULTANCIES

- Marriott Vacation Club International, Williamsburg, VA
- The Essential Theater, Washington, DC
- Clark Atlanta University, Community Development Corporation, Atlanta, GA
- American university, Office of Summer Conferences, Washington, DC
- Baskets by Barbara, Miami, FL
- Metropolitan Medical Supplies, Washington, DC
- George Washington University, Sports and Events Form, Washington, DC
- DARE Books, Inc., NY, NY
- Chocolate City Café, Brooklyn, NY
- Stanley’s Place, Brooklyn, NY
- National Aquarium of Baltimore, Baltimore, MD
EDWIN L. KNOX, PH.D.

Credentials and Academic Engagements

Ph.D., Business Management – Entrepreneurship
Morgan State University | December 2011

MTA, Master of Tourism Administration in Sport and Event Management & Marketing
George Washington University | January 1996

MBA, Master of Business Administration in Marketing
George Washington University | September 1992

BS, Bachelor of Science in Business Management
Florida A&M University | December 1982

Jackson State University, Ph.D. Business Program, 2002-2003
BEAS teaching Methods in Business
Advance Statistical Methodology II
Advance Statistical Methodology II

Morgan State University, Ph.D. Business Program, 2003-2007
Quantitative Analysis Research Methodology
Organizational Theory Business and Society
Organization Behavior Advance Statistics
Entrepreneurship Strategic Theory
Strategic Human Resource Management Teaching Theory and Methods
Comparative Management Systems

General Electric Medical Systems Division, 1993
Area Sale/Service Management Training

Captain, United States Marine Corps, 1982
Officer Candidate Training
Officer Leadership Training
Logistics Staff Officer Management Training
RESEARCH


PUBLICATIONS


New York City Department of Transportation. (2003). Transportation Job Access Study, Medgar Evers College, Polytechnic University, and Pratt Institute, School of Business. Brooklyn: Medgar Evers College, School of Business.

PAPERS PRESENTED


PROFESSIONAL AND ACADEMIC ASSOCIATIONS MEMBERSHIP

- Academy of Management
- American Marketing Association
- National Black MBA
- US Association for Small Business and Entrepreneurship (USASBE)
- International Council for Small Business (ICSB)

WORKSHOPS CONDUCTED

**Medgar Evers College, CUNY, (1998-2011)**

- Self-Assessment
- Resume Writing
- Job Search Strategies
- Job Survival Skills
- Leadership Development – Supervising and Leading
- Work Life Balance

**American University 1994-1996**

- Management and Leadership Training for Summer Conference Managers
- Marketing and Customer Service Training for Summer Conference Staff
- Event Management for Regional University Summer Conference Staffs

**Florida Agricultural & Mechanical University, 1994**

- Personal Marketing for Graduating Seniors and MBA Association Members
- Marketing Essentials for Freshmen Students (Team Teaching)

**General Electric Medical Systems Division, 1993**

- Principles of Sales and Marketing for Technicians

**United States Marine Corps, 1983-1991**

- Non Commission Officer Leadership Training
Metropolitan AME Church, 1987-1992
   Personal Marketing and Career Choice Seminars

PAPER REVIEWS

Reviewed paper submissions for the United States Associations for Small Business and Entrepreneurship (USASBE) 2008 Conference, San Antonio, TX

1. Barriers Faced by Minority Owned Firms in Disadvantaged Business Enterprise Program Participation and Utilization
2. The Logic of Profit in a New Venture Developing and Testing a Pragmatic Model
3. Is the Resource Based View a useful Lens to Examine New Entrepreneurial Firms?

Reviewed paper submissions for The 6th International Multi-conference on Society, Cybernetics and Informatics (IMSCI) 2012 Conference:

1. Issues of Information Privacy, Security and Confidentiality in Cyberspace
2. Voting Machines: Which Social and Cultural Selectivity?

CONFERENCES

• Academy of Management, National Conference, 2003-2011
• Student in Free Enterprise (SIFE) Regional Conference, 2012
• UIC Research Symposium on Marketing and Entrepreneurship, 2007
• KPMG Ph.D. Project, 2003-2996
• ACSP regional Meeting, 2004, 2006
• HU ELI Institute, 2005
• League of Broadway Producers and Theater Owners, 2000 Producing and Marketing Commercial Theater
• Association of Admissions and Registrar Officers, 1999 Strategic Enrollment Management
• League of Broadway Producers and Theater Owners, 1999 Producing and Marketing Commercial Theater
• National Association of Student Personnel Administrators, 1999 NASPA Region II Conference – Enrollment Management
• Coleman Foundation, 1998 Gateway 2000 Conference on Entrepreneurship in Education
• International Festival Association, Annual Conference, 1992 Marketing the National Football League’s Hall of Fame
• Billboard and Variety Magazine, Entertainment Marketing Conference, 1991
Seminars:  Legal Aspects of Sponsorships
Effective Use of Media for Events
• Billboard and Variety Magazine, Entertainment Marketing Conference, 1990

Seminars:  Sponsorship Proposals that Sell
Sponsorships and Ethnic Marketing

OTHER SCHOLARLY ACTIVITIES

☐ Accrediting Council for Independent Colleges and Schools’ (ACICS) Evaluator, 1999 – 2005
  o Johnson and Wales University, North Miami Beach, FL., Team Member
  o International Business College, El Paso, TX, Team Chair
  o The Art Institute of San Francisco, San Francisco, CA, Team Member

AWARDS AND ACCOMPLISHMENTS

• Community Leadership Honoree, Redemption, Inc., NY, NY, 2009
• Faculty Scholar, Medgar Evers College, CUNY, 2006-2007
• Hugh G. Wales Faculty Advisor of the Year, American Marketing Association, 2005
• ELI Institute Fellow, HBCU Faculty Entrepreneurship Summer Institute, 2005
• CUNY Salute to Scholar’s Certificate of Recognition
• Ph.D. Fellowship, Morgan State University, 2003-2004
• Ph.D. Fellowship, Jackson State University, 2001-2003
• Summer Graduate Student Research Fellowship, Jackson State University, 2003 Summer Faculty Development Grant, Medgar Evers College, 1998 and 2001
• Community Service Award, American university, 1997
• Numerous Adafi Student Choice Awards for Faculty, 2003-2012
• VP of Student Affairs Commendation Letter for Service to the College, 1999