Walter Sir Anthony Johnson, Jr., Ph.D.

1629 Woodfield Road, Fayetteville, NC 28303   Home Phone: (910) 488-2228
Cell: (910) 818-2225   E-mail: walter.sir.anthony@gmail.com

RESUME and CURRICULUM VITA

EDUCATION:

Doctor of Philosophy

Ph.D., Computer Science, 1998
Nova Southeastern University, Ft. Lauderdale, Florida.

Master of Science, Computer Science, 1986
Clark Atlanta University, Atlanta, Georgia

Master of Arts, Organic Chemistry
Atlanta University, Atlanta, Georgia

Master of Arts in Teaching (M.A.T). Certificate, Probability and Statistic,
Yale University, New Haven, CT

Certificate, Summer Leadership Institute,
Newton College, Newton, Massachusetts

Certificate, Harvard University Institute for Admissions

Bachelor of Science,
Major: Chemistry and Mathematics and Minored in Biology
North Carolina Central University, Durham, North Carolina

My Undergraduate Athletics

While in College, I achieved national recognition as the fastest freshman in the Nation in the 440-yard dash. I was also the National NAIA champion and the record holder in the 440-yard dash and the 400 meters, twice NCAA, Division One "All American" and twice United State Olympic qualifier.

EMPLOYMENT HISTORY
(HIGHER EDUCATION ADMINISTRATION HIGHLIGHTS)

Coppin State University, Baltimore, MD. 2014 –2015
As Chairman of Mathematics and Computer Science Department, I initiated an **Online *Cyber Security Institute:***

Computer Forensics

This program is open to Law enforcement. The training offers practical experience in a wide array of computer forensics situations that are applicable to the real world. The program exposes

students to every aspect relating to computer forensics; from how to establish a proper chain of custody that is admissible in a court of law to recovering files from intentionally damaged media.

Program Content:

1. One-stop-shop boot camp
2. Virtualization
3. Security in Virtualization
4. Web Programming

The program introduced the students to the intellectual aspects of computer science. Participants were taught to think algorithmically and to solve problems efficiently.

Topics include: abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and web development. Languages include C, PHP, Java, plus SQL, CSS, and HTML. Also included are problem sets inspired by real-world domains in biology, cryptography, finance, forensics, and gaming.

<u>**Shaw University, Raleigh, NC 2001-2011**</u>

- Chairman, Department of Computer Information Sciences (2001-2011)
- Assistant to the President on Global Initiatives (2001-2011)
- Assistant to the Vice President for Academic Affairs (2003-2011)
- Director of Distance Learning (2003-2011)
- Chairman of the Academic Computing (2003-2011)
- Director of Faculty Development (2003-2011)

- **Chairman, Department of Computer Information Sciences (2001-2011)**
  - As the chairman of the Department of Computer Information Sciences, I organized the first Computer Information Science Department which met the accreditation requirements of ABET. This included developing the curriculum, the hiring of qualified faculty, evaluation of faculty appointments, re-appointments, tenure and promotion, salaries, writing policies and procedures, and procuring innovative funding sources to offset operational expenses and to purchase state of the art equipment. During my tenure as department chair, we were very successful in producing sixty-one honor graduates of which fourteen went on to earn the Master of Science and two earned the Ph.D. in computer science. 97% of the Computer Science and Computer Information Systems majors were successful in gaining employment upon graduation.

  - My department of Computer Information Sciences promoted student online portfolios for all disciplines and an institutional Web site as a social networking tool to foster engagement among the community, our alum and our current students with the purpose of increasing internships as well as opportunities for charitable giving and an innovative "Community Outreach Program," that was developed using supervised upper class students to teach "The Introduction to Computers", "Online Tax filing" and "Online Medical Awareness" to an open forum of the elderly.

- o I supervised an office staff consisting of an Administrative Assistant, two Program Coordinators, twenty-seven faculty and managed a departmental budget of 2.1 million. I achieved "Teacher of the Year" in mathematics and computer science. As an Administrator, I led by a collegial and consensus-building approach.

- **Assistant to the President on International Student Exchange Initiatives (2001-2011)**
  - o International Student Exchange Initiatives

    As Director of this program, I drafted and executed a Memorandum of Understanding (MOU) with three countries. These MOUs memorialized three novel revenue producing student exchange programs which expanded the academic reputation of Shaw University into the international domain. I also drafted an "Student Exchange Concept" plan involving the Czech Republic that did not material due to international accreditation and logistical issues; however, the program was ground breaking in its concept. These international collaborations represented innovative problem solving methodologies and strategies to help Shaw University address its declining enrollment and decreasing revenue base.

  - o China; Xian University of Science and Technology, and the Northern Nationalities University (formally Second Northwestern College for Nationalities) of China. We traveled to China to negotiate standardizing curriculums in computer science and mathematics between Xian University of Science and Technology, Northwest Nationalities University and Shaw University. The partnership was to exchange knowledge by way of distance learning and onsite visits of mutually selected projects. Initially, the partnership was concerned with sending students, faculty, and staff for the expressed purpose of language and computer training. The partnership's goal, was to exchange students in what is commonly known as a 1-2-1 program of study. Chinese students would take their 1st and 4th year classes at their home university, and their 2nd and 3rd year classes at Shaw University. Xian University of Science and Technology and Northern Nationalities University will reciprocate the same for Shaw University's students. We had students from the Northwest Nationalities University and Xian University of Science and Technology to complete their degrees in mathematics and computer science at Shaw University.

  - o South Africa; the University of Western Cape, Cape Town, South Africa. We enhanced an existing Online program at the University of Western Cape by adding a concentration in mathematics and computer science. This protocol enabled students to receive degrees from Shaw University in those academic disciplines.
  - o Nigeria; Covenant University in Lagos, Nigeria and the University of Abuja, Abuja, Nigeria. Students from both institutions in mathematics, and computer science would complete their last two years at Shaw University.
  - o The Czech Republic; University of Hradec Kralove in the Czech Republic. The objective of this initiative was to create an intensive one year program in *Informatics*, patterned after 'Junior Year Abroad' programs for Shaw University

students. Hradec has a full Informatics accredited faculty, offering B.A., M.A. and Ph.D. programs. Plus, they offer a B.A. and M.A. in Informatics in English. Had accreditation issues been resolved, Shaw University students could have studied abroad and received a MA or PhD in Informatics.

- **Assistant to the Vice President for Academic Affairs on Distance Learning (2003-2011)**
- **Director of Distance Learning (2003-2011)**
    - o I have developed online core courses that are delivered over the Internet to serve synchronous and asynchronous teacher/learning. This allows students a broad exposure to a variety of academic disciplines, letting them freely explore until they find the right fit. This broadcasting of core courses would save valuable time for research. The benefits of sharing instructional resources are manifold: more courses offered at times convenient to students; generating a higher student success rate while utilizing fewer instructors, culminating in greater learning opportunities for those who desire a solid foundation. There will be an increase in salaries for participating professors and greater profit for the University. Shaw University has become a major force in the intellectual arena, by embracing the virtual learning elements of our time. This program increased the overall enrollment by 35% and included international students.

- **Chairman of the Academic Computing Committee (2003-2011)**
    - o I supervised the installation of the (U.S. Lac, Poly Com and Avaya phones) IP phones, in developing Internet Protocol/Integrated Services Digital Network (IP/ISDN) Video/Voice/Data technology for dispensing video conferencing and Virtual Learning courses in a four-phase process of a seamless broadband multi-campus network. The installation of Jenzabar used for academic management (registration, drop and add, transcripts, grades, etc.), and Blackboard, and Moodle (free) for classroom management (lectures, tests, attendance, assignments, etc.) that ensured excellence in a complex dynamic academic environment while maintaining a high quality of academic offerings to students by faculty who maximize the available technical, financial, administrative, research and educational resources.

- **Director of Faculty Development (2003-2011)**
    - o I authored the "Faculty Handbook for Online Course Development" and chaired the faculty development process that certified online teaching with *Sloan Consortium (Sloan-C).*

        I also served on the President's Executive Cabinet, the Quality Enhancement Plan Committee, the President's Advisory Committee, the Master Planning Committee, and the Security Task Force**.**

Fund Raising Responsibilities:

In 2009, Shaw University, pursuant to severe cash flow issues, was in danger of not being able to make a substantial mortgage payment to the bank holding the real estate mortgage. Failure to make this mortgage payment would have resulted in foreclosure

action against the University on certain property on the campus which was collateral. To avoid pending foreclosure action and irreparable damage to the University's reputation, several members of the University Executive Management, including me, were tasked with developing potential work-out strategies to raise the required funding. The primary plan was to seek funding from the U.S, Department of Labor. I was tasked with formulating a back-up contingency plan. Pursuant to this tasking, I negotiated a $30-million partnership agreement between Shaw University with the President of Equatorial Guinea. The agreement focused on developing a talent pool of high school graduates from Equatorial Guinea to attend Shaw University's undergraduate programs in the areas of communications, science, technology, engineering, and mathematics. The resulting revenue would have been sufficient to service the debt crisis. In February 2010, the University secured a $31.1 million federal loan from the US Department of Labor that allowed the University to restructure and refinance its debt. This allowed the University to achieve a balanced budget and raise its Composite Financial Index (CFI) score to a positive number. The contingency plan that I formulated was not required but was available should it have been needed.

In 2007, I initiated the first "Distinguished Visiting Fellows" program and secured Dr. John Bowling, Vice President of Statistical Analysis Software (SAS), as our first Fellow. He taught courses in Statistics using the SAS software, met with students and faculty in training and taught sessions using the professional SAS package, which was later donated, to Shaw University along with financial contributions from Mr. [Jim Goodnight, Co-Founder & CEO | SAS](#) .

Fayetteville Technical Community College, Fayetteville, NC (1976-88)

Position: Evening instructor of Math and Computer Science, Curriculum Developer and Coordinator for the Computer Science program:

- Instructor, Math (1980-88); Introduction to College Mathematics, College Algebra I & II
- Instructor, Chemistry (1976-78); General Chemistry, Chemistry for Nursing
- Instructor, Computer Science (1983-88); Introduction to Computers, Computer Programming I & II, Fortran I & II, Cobol I & II
- Coordinator for Computer Science, (1983-88);
- As a Curriculum developer, I ensured academic standards are being addressed relative to ABET.

Fayetteville State University, Fayetteville, NC

Departments of Chemistry

In 1971, being that I was the only faculty member on campus with a degree in Chemistry, at the request of many students, I authored a document to the Vice Chancellor for Academic Affairs requesting a major in Chemistry. The request was granted contingent on the design of the curriculum in conjunction with the ACS accreditation requirements. In 1974 we had the first graduates.

- **Mathematics and Computer Science**
  In 1986, being that I had just received a Master's in Computer Science and faculty member on campus with a degree in Computer Science, at the request of many students, I authored a document to the Vice Chancellor for Academic Affairs requesting that the

concentration in Computer Science be changed to a major in Computer Science. The request was granted contingent on the design of the curriculum in conjunction with the ABET. In 1988 we had the first graduates.

- **Director of Admissions**
  To increase enrollment and at the request of the Chancellor, I took charge of freshman recruitment and during that first academic year, recruited the largest freshman class in the school's history and averaged more than 500 incoming freshmen each year thereafter. At the same time, the retention rate for freshman entering the second fall semester (34%) increased to 69%, average SAT scores increased by 15%, and the average GPA for incoming students increased to a B+ from a C- average.

- **Director of the Intensive Study Program, Director of Student Recruitment**
  During the summer of 1971, I brought to the campus 92 low achieving students who had good SAT scores; but lacked the required courses for admissions. These students were housed, feed and educated by grant funding. The courses taught were English, Biology, History, and College Mathematics. The program was a success, 88 students qualified for admission and 4 students used this program to seek admissions at other UNC institutions.

- **Registrar**
  I designed the university's first computer automated grading system, using key punched cards, were faculty would type in student grades onto carbonized forms where they kept a copy of what was sent to the Registrar's office instead of writing them in by hand. The Registrar would put the information on Key 80 column punched cards that were sent to the computer center to generate transcripts and grade reports.

- **Chairman of Faculty Grievance Committee, Chairman of Faculty Development Committee, Member of the Student Welfare Committee, Member of the Faculty Evaluation**

  - As a faculty member at Fayetteville State University, Fayetteville, NC, I have chaired the Faculty Senate and its sub-committees: Faculty Development and Evaluation, Hearing and Reconsideration, Faculty Grievance Committee, and Chair of the Computer Science Curriculum committee. At Fayetteville State University, I have been Chair of departmental committees for more than ten years. I believe my successful recruitment of a very good faculty and students, sound advisement practices and a high graduation rate are testaments to the high regard I have for each of them and to my collaborative style of leadership. Not all policies we have pursued over my tenure as chair, originated from me; but were a collaborative effort with my faculty. Yet, I believe my effort to involve them in policy development and implementation has served to build confidence and support. My faculty knew I will go to bat for principles they hold dear, but they equally knew that we must follow university policies once they are adopted. They knew I will be fair in evaluating their credentials for promotion and tenure. When decisions are not favorable, they know I have provided adequate notice of deficiencies and support in helping them overcome obstacles. My faculties knew as well of my long commitment to faculty rights and shared governance. These are principles I fought to achieve on campus a Faculty Council as part of a governance system that had previously failed to recognize faculty as a distinct constituency. I fought for a greater faculty voice in shared governance as the first

Chair of the newly formed Faculty Council. Faculty rights and shared governance are principles for which I support.
- o As evidence by my success at Fayetteville State University, I have extensive experience with successfully revising curricula, building programs, and recruiting high-quality diverse faculty. I have extensive evidence of innovative and effective leadership, a collegial administrative style that promotes respect and collaboration, an ability to foster strong connections between internal and external constituencies, and experience working in a diverse community of students, staff, and faculty in a complex university setting.

Assistant Athletic Director and Head Track Coach

I was appointed as the Head Track Coach and assumed the responsibility for rebuilding an unsuccessful track program which had a limited budget. We produced a nationally competitive track program. This program produced several Olympic qualifiers, a host of All-Americans, CIAA and NAIA All-Conference medalists and invitations to prestigious track meets across the country. Numerous track athletes have been inducted into the Fayetteville State University Hall of Fame. Approximately 90% of my track athletes graduated from college as well rounded individuals and went on to pursue their individual career paths. I am still in contact with many of them as a mentor.

As the Assistant Athletic Director, I coordinated with the Athletic Director and the University Executive Management to help formulate fund raising strategies to improve the quality and safety of our athletic programs, provide more financial aid for our student athletes and expand our varsity sports offering. I was an advocate for creating an academic environment that insured that a high percentage of the students that participated in the athletic programs at Fayetteville State University, graduated on time and were ready to face the challenges of the world.

Industrial Research and Secondary Education Accomplishments

Olin Matheson Chemical Corporation; As a research chemist, I worked on a team that developed "HTH"^{TM} (Calcium Hyper Chlorate) for swimming pools and "Head and Shoulders Shampoo"

Upjohn's Pharmaceuticals: As a research chemist, I worked on a team that developed "The Hot One" for Gillette.

New Haven Connecticut Board of Education (1965-68); Director of Adult Education in the community school system, we had tremendous success in improving literacy among adults; Director of Community School Activities, and a teacher of Earth Science.