

Miriam Chitiga, PhD.

Curriculum Vitae

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GOAL: To scale up my contributions to the leadership of institutional effectiveness and accreditation for the enhancement of student success.

Select Relevant Leadership Overview

Senior Higher Education Executive | Accreditation Liaison Officer | Institutional Effectiveness Strategist

- 20+ years of progressive higher education leadership advancing from faculty member to department chair, dean of faculty, vice president for academic affairs, and executive director of institutional effectiveness—driving academic excellence, faculty engagement, accreditation success, and mission fulfillment.
- Extensive institutional effectiveness and evaluation leadership, including service as Executive Director of Institutional Effectiveness and proven supervision of directors of IE, ensuring data-driven decision-making, comprehensive assessment, to and compliance with accreditation standards.
- Proven record of academic and accreditation leadership, guiding successful SACSCOC, NCATE/CAEP, and NWCCU accreditation cycles across diverse institutions and program types.
- Experienced Accreditation Liaison Officer (ALO) under 4 Senior Vice Presidents, benefiting from the distinctive mentorship culture of the NWCCU, helping me also mentor my colleagues.
- NWCCU Peer Reviewer: Served as Peer Review Chair for a Substantive Change and scheduled Peer Review Team member for October 2025 Mid-Cycle Evaluation.
- Academic program oversight including state-mandated program redesigns, evaluations, certifications, and educator preparation quality enhancement in South Carolina, North Carolina, and Oregon.
- Skilled in collegially mobilizing cross-divisional and multi-state partnerships, engaging faculty, administrators, boards, accreditors, and state agencies to implement data-informed, compliance-ready solutions that strengthen institutional quality and student success outcomes.
- Recognized for strengthening institutional quality, systematic assessment, operational efficiency, and student outcomes through strategic planning, evidence-based decision-making, and collaborative execution.

Education

Ph.D., University of South Carolina

2001

Educational Administration (Higher Education Leadership and Policies with cognates in Linguistics and Research Methods)

Graduate Certificate, University of South Carolina

Interdisciplinary Studies (Intercultural Research Studies)

M.A., University of Zimbabwe

Applied Linguistics (Teaching English as a Second Language and Sociolinguistics)

Awarded the University Book Prize

Graduate Diploma, University of Zimbabwe

Teacher Education (Master's Degree Equiv. Training the Trainer),

Bachelor of Education University of Zimbabwe

English, Linguistics, and Education

Overview of Professional Leadership

Select Combined Expertise with Experiences:

Higher Educational Leadership: Academic Affairs - Departmental to Cabinet levels; Accreditation and Assessment; Data analytics; Turnaround strategic leadership; Online Learning; Student Success; Mixed Methods Research and Doctoral Dissertation Supervision; and Graduate Program Leadership.

Leadership Service Overview

Executive Cabinet Leadership Level:

- Interim Executive Director, Institutional Effectiveness; Accreditation Liaison Officer (**ALO**) & President's Executive Cabinet Member: *Green River College, Auburn, Washington*
- Interim Vice President for Academic Affairs, Dean of Faculty, and Accreditation Liaison Officer (**ALO**) & President's Executive Cabinet Member: *Warner Pacific University, Portland, Oregon*

Cross-Institution Multi-Pronged Leadership:

Accreditation Liaison Officer (**ALO**); and Senior Director for Intercultural Engagement: *University of Puget Sound, Tacoma, Washington*

Academic Departmental and Program Leadership and Accreditation leadership Service:

Department Chair; Tenured Full Professor; Programs Director; and **Accreditation Lead:** *Department of Educational Leadership and School Administration Fayetteville State University, A Constituent of The University of North Carolina; Fayetteville, North Carolina.*

Multi-Divisional Program and Grant PI Leadership:

Principal Investigator, and Program Directorships and Tenured Associate Professor: *Clafin University, Orangeburg, South Carolina.*

State-wide Department Leadership Service:

Resident Educational Leadership Consultant in the State Department of Education's Superintendent's Office: Educational Leadership and Underperforming K–12 School Turnaround (in Collaboration with Higher Education Colleges of Education): South Carolina Department (Ministry) of Education, Columbia, South Carolina.

- North Carolina Counseling Strategic Leadership Team.
- North Carolina Superintendent Licensure Blueprints Review Team: *North Carolina Department of Public Instruction, Raleigh, NC,*

Sample Leadership Accomplishment Experiences

Executive Director, Institutional Effectiveness (interim): Green River College, Auburn, WA

• Accreditation Liaison Officer (ALO) & President's Executive Cabinet Member 9/2024—current

- Studied and identified strengths of the Institutional Effectiveness team for targeted professional development, upskilling, team-building, and effective work distribution.
- Introduced continuous improvement cultural traits for enhanced student success and employee growth mindedness.
- Trained team members on more comprehensive and essential student success data efforts
- Introduced the concept, guidelines, philosophy, benefits, and requirements accreditation to colleagues across campus and am developing an accreditation-focused culture to guide mission-fulfilment for student success efforts campus-wide.
- Identified areas for improvement in data content, visualization, and distribution of daily enrollment trends.
- Broke the long existing silos for a shared understanding and conducive collaboration culture;
- Initiated cross-training and skill-building among team members.
- Trained team members to peer review and member-checking, to enhance data and analytical accuracy and effectiveness.
- Initiated cross-divisional dialogue for mutual data sharing and collaboration.
- Re-visioned the Institutional Effectiveness and Accreditation website to include student success data and transparent accreditation information.
- Introduced effective processes for identifying and using meaningful peer-college comparators and inspirators.
- Developed a robust and user-friendly data-capturing instrument for the six-year accreditation report.
- Successfully trained cross-divisional teams on the PRFR reporting requirements and responsibilities.
- Successfully gathered required accreditation reporting data and samples for the PRFR draft, 8 months in advance of the due date, allowing ample time for institutional reviews and changes.

Accreditation Liaison Officer (ALO): University of Puget Sound, Tacoma, WA 1/2024—8/24

Senior Director for Intercultural Engagement: University of Puget Sound 8/2023—8/24

- Worked to advance data-informed analyses and intervention identification for student success as part of the Trends and Patterns leadership team
- Collaboratively initiated and transformed minoritized students' self-efficacy and cross-campus leadership and visibility.
- Infused multi-faceted inclusive lenses in deliberations in various divisions for holistic student success for all.
- Made inroads into reconciling historically conflicting units, resulting in documented changes in cross-division interactions and collaborations.
- Penetrated siloed environments, bringing productive collaborations among units for more seamless student success enhancement initiatives.

- Produced innovative educational initiatives to deepen inclusion and belonging knowledge and dispositions.
- Engaged cross-divisional partners in producing academic and professional development events for students, faculty, and staff.
- Identified equity gap intervention strategies by promoting disaggregated data-informed approaches.
- Cultivated a culture of receptive continuous improvement and openness to learning in an open environment.
- Launched faculty-staff collaborations for mutual empowerment.

Interim Vice President for Academic Affairs; Dean of Faculty 2021 - 2023

and Accreditation Liaison Officer (ALO): Warner Pacific University. Portland, OR

- Led positive change and produced measurable and qualitative outcomes across all areas in the VPAA portfolio, including return on investment (ROI) reviews and improvements and inculcating an institution-wide multi-faceted data-driven culture.
- Through an 8-month campus-wide systematic data collection and management, we collaboratively developed a sustainable culture of disaggregated data use for continuous improvement and decision making; this led to the institution achieving a removal of a non-compliance status on the Northwest Commission on Colleges and Universities (NWCCU) Accreditation: (Standard Two: Governance, Resources, and Capacity)
- Developed and implemented the first Mid-Cycle mock review site visit to boost institution-wide accreditation readiness and comprehension. (NWCCU Standard One: Student Success, and Institutional Mission and Effectiveness)
- Led a successful subsequent NWCCU Mid-Cycle Review report and site visit with a positive exit. Received a positive and complimentary exit and formal peer report, and a good formal decision outcome.
- Developed a sustainable positive and pervasive culture of continuous improvement, disaggregated data-driven decision-making, and campus-wide accreditation preparedness ownership.
- Supported deans and faculty and successfully led the institutional portions in discipline accreditation and state compliance review efforts with 100% achievement.
- Supervised, hired, and trained personnel in the directorship of institutional research, effectiveness, and compliance reporting office.

Sample data-driven enhancement innovations and achievements

- Developed and presented disaggregated data-driven academic deep-dive strategic vision to the Board of Trustees
- Delivered evidence-based Academic Affairs advance reports to the BOT Programs Committee for all board meetings.
- Evidence-based innovations: Effectively collaborated with faculty and deans to implement data-driven innovations to boost student learning and achievement, with a focus on disaggregated data to support the success of a growingly diverse student body.

- Student Retention: Introduced a more productive, stronger focus on faculty-driven leadership in aid of student achievement, persistence, and retention; specifically, through the collaborative and intentional efforts of the Academic Affairs family.
- Process Efficiency: Strategically streamlined operational processes and role functions for sustainability, including, but not limited to automating key aspects of the recurrent adjunct and overload faculty contracts, and leading the adoption, readiness, and implementation of a more robust LMS for online, hybrid, and F2F learning.
- Diversity Enhancement: Recruited highly qualified faculty, staff, and deans (averaging 150% rate increase).
- Program Evaluation: Introduced a systematic program review and accreditation expectations, with intentional hiring of faculty leads and providing deans with release time to initiate the processes, including initiating an inaugural systemic program review and an annual review cycle across the curriculum.
- Professional Development: Led the systemic implementation of robust campus-wide orientations for adults, graduate learners, and part-time faculty, in addition to a faculty retreat focused on diversity, learning, and retention initiatives.
- Multiple responsibilities: Successfully worked in multiple roles in severely resource-starved areas, while increasing strategic thinking and unifying divisions for institution-wide outcomes.
- Systematic Campus-wide Assessment: Initiated the cross-divisional institution of faculty-led development and review of rubrics to measure Student Learning Outcomes (SLO) for continuous improvement of learning and mission fulfillment.
- Enhanced Teaching and Learning Efforts: Instituted systematic Classroom-Based Interventions (CBIs) to monitor, evaluate, and proactively enhance sustainable and equitable student achievement and retention.
- Re-visioned Online Learning: Cultivated institutional buy-in for and collaboratively implemented a new LMS for more robust student learning, SLO data management, and program review processes.
- College Dean: Service: Served as Acting Dean of Arts, Social and Behavioral Sciences (ASBS) during the 2022 late spring-fall deanship transition.
- Continuous Improvement Culture: Implemented a documentation-rich culture and accessible processes for faculty-driven continuous improvement leadership for student achievement, persistence, and retention.

Department Chair and Tenured Full Professor

2020–2021

Department of Educational Leadership and School Administration

Fayetteville State University, Fayetteville, North Carolina.

- As departmental accreditation chair, successfully developed CAEP Accreditation datasets and reports; trained colleagues in accurately responding to accreditation rubrics and requirements creating cohesive and targeted disaggregated datasets, and developing a department-wide culture of documentation and data consciousness
- Successfully served the second tour as Department Chair during a turbulent period
- Simultaneously performed multiple leadership roles that resulted in increased student success and serving as lead college model during the COVID-19 pandemic

- Advised and supported all master's and doctoral students
- Transformed student success and departmental outcomes via curriculum innovation and labor market alignment
- Developed monitoring and evaluation protocols to ensure continued readiness for national accreditation; agencies (CAEP & SACSCOS) and compliance with state mandates
- Developed and revised systematic approach to evidence gathering, stakeholder engagement, and alignment with accreditation standards
- Successfully coordinated preparation efforts for SACSCOS reaffirmation, with a special focus on standards 8 and 9 and the (Quality Enhancement Plans (QEPs.)
- Scheduled courses to ensure maximization of faculty expertise and student success
- Participated in graduate council to ensure program adherence to high standards
- Increased student diversity, career- readiness, and academic rigor
- Led the creation and implementation of curricula and catalog and modality changes
- Authored the 2021 graduate programs departmental report for all CAEP Standards for the well-received initial submission, and subsequently trained two colleagues to assist in revising and implementing suggestions for the final submission, which led to successful re-accreditation; this marked my second successful accreditation leadership at the institution
- Doctoral dissertation supervision: 14 dissertations successfully chaired, plus 3 current committee membership services
- Data-driven culture: systematized data collection and institutional accountability processes, including reinvigorating the department's strategic and operational planning and assessment reporting processes; instituting efficiency and fidelity in data collection, management, and evaluation processes for continuous improvement
- Curriculum Transformation: transformed the Educational Leadership curriculum for increased relevance and currency; pro-actively developed online and hybrid options for both master's and doctoral degree programs, which were later referenced as models during the COVID-19 pandemic era; developed collegial relations within the department
- Rebranding: enhanced the Department's image within the university; systemized recruitment and admissions processes for competitiveness, fairness, transparency, and accountability
- High-impact student learning: enhanced student academic and professional development, high-impact practices, and transformational lifelong learning opportunities
- DEIB training: Provided high-quality global professional development and training of transformational leadership for diversity, inclusion, equity, belonging, and social justice for students, faculty, and community leaders across the institution
- Successfully secured a competitive \$30,000 - dollar corporate foundation grant to develop and implement transformational leadership for diversity training and initiatives.

Fayetteville State University, NC

2018–2020

Assistant Department Chair, Department of Educational Leadership and School Administration

- Assisted the department chair with multiple duties, including:
- Completed annual strategic and operational plan and assessment reviews,
- Hired and onboarded qualified faculty,
- Conducted program and curriculum evaluation and revisions,

- Advised students and audited their graduation requirement fulfillment, and
- Implemented accreditation data collection and management.

Fayetteville State University, NC

2012–2015

Interim Department Chair, and Tenured Associate Professor

- Department of Educational Leadership and School Administration
- Achieved external, national program accreditation (NCATE) for the master’s and doctoral programs in educational administration and leadership, respectively;
- Achieved the removal of a 7–14-year-long significant Area for Improvement (AFI) for the doctoral program; through managerial and instructional/teaching leadership;
- Revised teacher education foundation’s courses to reflect content currency and increase distance learning through online courses;
- Redesigned curricula to reflect discipline-specific and professional organizations’ standards and current trends in transformational leadership for diversity and social justice advancement.
- Significantly contributed to the institutional efforts to develop, implement, and evaluate the FSU SACSCOS Quality Enhancement Plans (QEP) – Making evidence-based decisions.

Fayetteville State University, NC

2013–2015

Director of the Doctor of Educational Leadership Program

- Significantly increased retention, persistence, and graduation rates with a 95% recovery rate of long-term ABD candidates.
- Developed a comprehensive and rigorous dissertation review processes;
- Revised and remodeled the doctoral program for educational leadership;
- Co-developed program handbooks for clinical experiences and coursework experiences
- Developed data collection protocols and records for continuous improvement and program development;
- Produced effective documentation and reports for internal and external stakeholders; and
- Transformed the traditional program modality to include more distance learning and hybrid programs with online, hybrid, and face-to-face courses, with the result of doubled enrollment, retention and graduation.

Fayetteville State University, NC

2014–2015

Director of the Master of School Administration (MSA) Program

- Increased recruitment of highly qualified students with assistant chair
- Increased retention reaching 100% for some cohorts
- Enhanced the clinical/internship program to include more intensive principalship mentoring and higher-quality evidence artifact development
- Co-developed program handbooks for clinical and coursework experiences
- Changed the traditional modality to a more distance learning-focused one, incorporating hybrid programs with online, hybrid, and face-to-face courses
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Fayetteville State University

2010–2011

• Leadership Team Member, Educational Leadership Department

- Researched, revised, and developed EdD handbook and materials; and
- Developed and submitted a robust Operational Plan and Assessment Report (OPAR)

Resident Consultant for School Turnaround Leadership

South Carolina State Department of Education

2008–2010

Columbia, South Carolina

- Planned and delivered an impactful statewide conference on school turnaround
- Produced MOODLE learning LISTSERVE for leadership development activities
- Introduced K–20+ leadership partnerships across state colleges of education and school district leadership
- Achieved buy-in for regular engagement meetings per educational sector
- Introduced statewide symposia for higher education and primary and secondary (pre–K–12) partnership-building

Director and Principal Investigator of the US. Department of Education **2004–2010**

FIPSE PAECE Grant Program for Innovative Civic Engagement: Claflin University, Orangeburg, SC

(PAECE—Performing Arts for Effective Civic Education and Engagement)

- Developed, was awarded, and led the implementation of a US \$439,766 grant federally funded by the U.S. Department of Education. This was a highly competitive grant program. Fund for the Improvement of Postsecondary Education (FIPSE):
- The grant project’ focus was creative civic engagement training for students, faculty, community leaders, and citizenry.
- This program has been replicated at the University of Chicago and other Universities.
- The PA offshoot at the University of Chicago won a Cook County Innovation Prize for reducing juvenile recidivism.
- The grant project’s offshoots have resulted in a published book (on Hurricane Katrina, social justice, and public leadership) and a refereed article (on civic engagement and student leadership), in addition to numerous presentations and ongoing writing projects.
- Increased student and community civic engagement and knowledge.
- Produced replicable and easily adoptable models for innovative, and effective civic engagement training.
- Delivered approximately 30 presentations, alone and with students, at regional, national, and international venues.
- Generated new partnerships including academic institutions, law enforcement, prisons, community organizations, businesses, and public schools.
- Increased the development and production of manuscripts on creative civic engagement and research.
- Increased diversity awareness and acceptance among students, community, and faculty partners.

Director, International Studies Program: Claflin University, Orangeburg, SC **2003–2006**

- Led International Studies Program and developed partnerships and student, parent, and faculty interest in study-abroad programs.
- Increased student exchange activity.
- Developed international collaboration opportunities for faculty and administration.
- Established new international partnerships with diverse institutions.
- Facilitated student and parental engagement in study programs.

Director, First-year Experience College: Claflin University, Orangeburg, SC 01/2001-09/2001

- Led a college within a college.
- Served under the Provost’s supervision as part of the deans’ council.
- Held one-on-one bi-weekly strategic meetings with the president and first lady.
- Developed 450 first-year students to help them succeed in college.
- Developed and implemented orientation, student services, and academic learning programs.
- Supervised, hired, trained, and evaluated staff and faculty in the program- raised faculty compensation by approx. 100%.
- Liaised and collaborated with all internal and external stakeholders, including parents.
- Revised first-year experience learning courses.
- Provided professional development retreats for faculty and staff.
- Supervised counseling and testing/placement services.
- Compiled, edited, and published a book for successful first-year experiences.

Coordinator, Institutional Research and Effectiveness: Claflin University, Orangeburg, SC 2000–2002

- Conducted institutional research, including student satisfaction surveys.
- Developed reports for internal and external reporting incl. IPEDS & SACS.
- Analyzed both qualitative and quantitative data sets (continued assisting part-time after becoming Freshman College Director).

Academic Appointments

Warner Pacific University, OR Interim Vice President with the rank of Full Professor	2021-2023
Fayetteville State University, NC Full Professor, Dept. of Educational Leadership & School Administration	2018–2021
Fayetteville State University, NC Associate Professor, Dept. of Educational Leadership & School Administration	2010-2018
Claflin University, SC Associate Professor, Dept of English	2000–2010

Clafin University, SC Assistant Professor, Dept of English	2000–2010
University of South Carolina, Columbia, SC Affiliate Faculty The Center for Child and Family Studies, Civic Engagement and Social Justice	2005–2007
University of South Carolina, Columbia, SC Adjunct Instructor (Women Studies)	1999–2001
Midlands Technical College; Columbia, SC Adjunct Instructor and Writing Center Consultant	1998-2000
Southern Africa (South Africa, Zimbabwe, and Botswana) College Instructor: English, Technical Writing, Business Communication, and Teacher Education Secondary School Teacher of English Middle Grades Teacher of English	1997 and prior

Sample Courses Taught

Course taught at Warner Pacific University

Served as interim professor of record for undergraduate Sociology class during instructor transitions – Summer 2022

Courses taught at Fayetteville State University, NC:

Department of Educational Leadership and School Administration.

- Supervised/chaired doctoral research dissertations (with 14 completed) and served on diverse, multi-methods doctoral dissertation committees (with ongoing service)

- Taught a wide variety of doctoral and master’s degree courses:

Sample graduate areas:

- Research Methods and Dissertation Research and Supervision
- Educational Leadership (Various Higher Education and K-12 leadership courses)
- Leadership Theory
- Organizational Management and Theory
- Legal and Ethical Issues in Leadership
- Mixed Methods Research and Theory
- Doctoral Dissertation Research
- Dissertation Writing Process topics
- Diversity and Multiculturalism in Education
- Diversity, Equity, Inclusion, and Belonging infused leadership and teaching topics
- Public Policy and Education

- History of Higher Education
- College Teaching and Learning
- Adult Learner Issues in Higher Education
- Leading for Diversity, Equity, and Inclusion in Higher Education
- Financial issues in K-12 Education
- Financial Issues in Higher Education

Sample undergraduate course areas developed, revised, taught (and supervised for adjunct teaching):

- Foundations of Education
- Sociology of Education.
- Human Growth and Development

Courses taught at Claflin University: Orangeburg, SC:

Taught undergraduate courses for traditional and continuing education students; these include:

- Applied Linguistics, Teaching English to Speakers of Other Languages (TESOL), Linguistics, English Grammar, History, and Development of English
- Development of the English Language, (developed and introduced an applied linguistics specialization in the department)
- English Composition, Literature in English, Business English and Communication, Technical English
- Gender Studies, (developed and introduced a sustainable gender studies minor), with a variety of courses focusing on Gender theories and Diversity Studies
- Leadership Studies (revamped the leadership studies minor program) including Leadership Theory, Leadership and Gender, Leadership and Civic Engagement
- Research Methods, Senior and Honors Research Thesis Seminar
- First-Year and Honors Studies – including University 101 and 102 and Study Skills

Courses taught at South Carolina State University: Orangeburg, SC:

Taught masters' and doctoral courses in:

- Educational Leadership
- Organizational Behavior and Management
- Research Methods and Statistics in Education

Adjunct Instructor of Undergraduate Studies

Courses taught at the University of South Carolina, Columbia, SC:

- English Composition
- Women's Studies
- Introduction to Feminism
- Gender and Society

Courses taught in Southern Africa (South Africa, Zimbabwe, and Botswana):

Instructor / Lecturer

College English and Writing Courses:

- English Composition and Advanced Writing
- Technical and Professional Writing
- English as a Second Language
- Business Communication
- English Communication for Special Professions - Journalists, Engineers, Teachers, and
- Research Methodology

College Teacher Education and English Course Modules:

- Educational Sociology
- English, Curriculum Development
- Pedagogy: Teaching Methods and Theories
- Student Teacher Practicum /clinical supervision visits and evaluations.

Secondary School Teacher Courses:

- High School English Language Arts
- English as a Second Language
- English literature
- English Grammar
- Reading Comprehension, and
- Adult Literacy courses for continuing education students.
(Botswana and Zimbabwe)

Select Grants/Sponsored Projects and Research Awards

Chitiga, Miriam. (exec. 2023) Carnegie African Diaspora Fellowship with The University of Witwatersrand, Johannesburg, South Africa.

Chitiga, Miriam. (2021–2022). The Truist Transformational Leadership for Diversity and Inclusion (TTLDI), TRUIST Foundation, \$30,000. (Host Institution: Fayetteville State University)

Chitiga, Miriam, in partnership with Felix Maringe (University of Witwatersrand School of Education, Johannesburg, South Africa.) (2021 original grant). Confronting COVID-19 Instructional Challenges through Sustainable Curriculum Redesign of Educational Mixed Research Methods Modules. Carnegie African Diaspora Fellowship Program, Cost-based Sponsorship with Carnegie and partner RSA Institution.

Chitiga, Miriam. (09/2004–08/2007 and extended to 09/2008). Performing Arts for Effective Civic Education. The U.S. Department of Education’s Comprehensive Program Fund for the Improvement of Post-Secondary Education (FIPSE). \$439,766, with \$162,669 as the first year’s budget.

Chitiga, Miriam. (July 8–12, 2010). Research Fellowship: UNCF/Mellon Faculty Writing Workshop: HIV/AIDS” (research and publishing on HIV/AIDS awareness and education). UNCF/Mellon Foundation, Spellman College Atlanta, GA. All Expenses Paid, approx. \$5,000

Chitiga, Miriam. (June 12–July 3, 2010) Public Policy Research and Analysis. United Negro Fund Special Programs: International Institute for Public Policy, Howard University (Washington DC), and University of Maryland (College Park, MD). All expenses paid and stipend, approx. \$10,000.

Chitiga, Miriam (May 2010). Black Women Doing Research on Diversity and Gender in the Academy. Workshop for Women’s Studies Programs Faculty at Historically Black Colleges and Universities, Spellman College Women’s Research & Resource Center, Atlanta, GA: All expenses paid, approx.\$2,500.

Chitiga, Miriam. (Summer 2009) Innovative Civic Engagement and Student Leadership. Mellon Foundation/UNCF Faculty Residency Research Fellowship in collaboration with New York University Faculty Resource Network: All expenses paid for 3 months’ accommodation at NYU plus a stipend of \$30,000.

Chitiga, Miriam. (July 2009). HIV/AIDS Education Research. UNCF/Mellon Foundation: Faculty International Seminar, Cape Town, South Africa, All Expenses paid plus stipend, approx.\$10,000.

Select Publications

Articles in Peer-Reviewed Venues

Chitiga, M., Adeyemo, K.S., Wade, C., 2023. The disruption of Black history and critical pedagogy in international higher education curriculum. In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), International Encyclopedia of Education, vol. 8. Elsevier, pp. 350–355. <https://dx.doi.org/10.1016/B978-0-12-818630-5.02145-X>.

Raadschelders, J., & Chitiga, M. (2021). Ethics Education in the Study of Public Administration: Anchoring to Civility, Civics, Social Justice, and Understanding Government in Democracy. Journal of Public Affairs Education. doi:10.1080/15236803.2021.1954468

Chitiga, M., Kaniuka, T., & Ombonga M. (2019). “How Do Millennials Learn? Implications for Higher Education Pedagogy.” International Journal of Information and Communication Technology Education (IJICTE), 15(1). (SCOPUS)

Chitiga, M. (2018). “An Exploration of the Implications of Transformational Leadership Behaviors on Empowering Employees and Transforming Organizations. African Journal of Public Affairs, 10(1), 60–82. Available online: <https://journals.co.za/content/journal/10520/EJC-e5e38a437>; ISSN: 1997- 7441; Accreditation: The International Bibliography of Social Sciences (IBSS)

Chitiga, M. (2017). “They Come in Different Shapes: A Critical Analysis of Teacher Types.” IJRDO - Journal of Educational Research (ISSN: 2456-2947), 2(12), 31-49. (ISI) <https://www.ijrdo.org/index.php/er/article/view/1724>

Chitiga, M. (2017). “Punished for Being Normal! A Culturally Relevant Critique of the Behaviors of Minority Millennials.” International Journal of Learning, Teaching and Educational Research, 16(12), 108–121.e-ISSN: 1694-2116; p-ISSN: 1694-2493 Available online: <https://www.ijlter.org/index.php/ijlter/article/view/1060>

Chitiga, M. (2014). “Performing Arts for Effective Civic Engagement: Developing Creative, Civically Engaged Student Leaders.” The International Journal of Civic Engagement and

Social Change (IJCESC), 1(3). <https://www.igi-global.com/article/performing-arts-for-effective-civic-engagement/122441>

- Chitiga, M. (2013). "Loving the Academy: Helping Educators Understand Characters of Black College Students' Romantic Relationships." *Journal of Urban Education*, 1(1). (N.B. Available on request, as the journal was hard copy at publication; a copy of the then- then-then-already-published article was submitted to the FSU Digital Commons, albeit mislabeled on website as working papers.
- Reynolds, T., Chitiga, M., & Mungoshi, D. (2013). "A Consortium Model for Internationalizing Teacher Education International Journal of Business and Social Sciences." *International Journal of Business and Social Sciences*, Spring 2013.
- Chitiga, M., Chogugudza, P., & Chitiga, T. (2011). "Teaching Outside the Comfort Zone: Helping Millennials Succeed." *Journal of Education & Social Justice*, 2011. Dublichain University.
- Chitiga, M. (2009, January). "The Major Influences of the Boundless-Extended Family System on the Professional Experiences of Black Zimbabwean Women Leaders in Higher Education." *Forum on Public Policy Online: A Journal of the Oxford Roundtable*, Summer 2008 edition. Also available open access: <https://files.eric.ed.gov/fulltext/EJ1099461.pdf>
- Chitiga, M. (2003). "Black Sitcoms on Television: A Black Audience Perspective." Cercles, Universite de Rouen, France. Available online: <http://www.cercles.com/n8/chitiga.pdf>
- Chitiga, M. (2002). "Female Leadership in Tertiary Education and the Human Factor." In P. Gundani and V. N. Muzvidziwa (Eds.), *The Human Factor*. University of Zimbabwe Press.
- Chitiga, M. (2001). A Book Review: *The Color of Race in America, 1900–1940*, by Matthew Pratt Guterl. Harvard University Press, 2001. Available online: <http://www.cercles.com/review/r3/guterl.html>
- Chitiga, M. (1996). "Behind the Multilingual Mask: The Language Situation in Gauteng, South Africa." *Zimbabwean Review*, 3(2), 996.
- Chitiga, M. (1997). "Towards Developing a More Professional Teacher." *Tutor*, 5(1). Technikon Northern Transvaal.
- Chitiga, M. (1996). "The Provision of Varied and Enriching Learning Experiences to Technikon Students: Justifications and Problematics." *Tutor*, 4(1). Technikon Northern Transvaal, 1996. (Tshwane University of Technology, RSA)
- Chitiga, M. (1995). "Double Trouble: The Politics of Language in Zimbabwe." *Zimbabwean Review*, 1(4).
- Chitiga, M. (1995). "Pricing Indigenous Languages Lightly in Schools." *Zimbabwean Review*, 1(1).

Books

- Chitiga, M. (2021). *Code-Switching as a Pedagogical-Tool-in-Bilingual-Classrooms- Insights- from a Secondary STEM Classroom in Zimbabwe*. Routledge. <https://www.routledge.com/Code-Switching-as-a-Pedagogical-Tool-in-Bilingual-Classrooms-Insights-from/Chitiga/p/book/9780367623548>
- Chitiga, M. (Ed.). (2011). *A Hurricane Katrina Poetic Commemorative: Teaching for Effective Social Justice*. University Press of America.
- Chitiga, M. (2011). *Women Leaders in Higher Education: The intersections of Race, Class, and Gender in the Experiences of Female Leaders in Zimbabwe*. VDM Verlag Dr. Müller.

Chitiga, M. (Ed.). (2001). Pathways to Success: Building Character, Confidence, and Memories. Kendall Hunt.

Book Chapters

Chitiga, M. (2021). "Tribute to Mwalimu Mĩcere." In Wachanga, N. (Ed.), Making Life Sing in Pursuit of Utu (Chapter 44, under the section "Mĩcere in Zimbabwe"). BookCraft Africa.

Chitiga, M. "[Performing Arts for Effective Civic Engagement.](#)" In Social Media and Networking: Concepts, Methodologies, Tools, and Applications (4 vols., pp. 1654–1670). IGI Global, 2016. DOI: 10.4018/978-146668614-4.ch075

Chitiga, M. (2011). "Doctoral Course Syllabus for College Teaching and Learning." Published example of a well-designed course in education. Dee Fink (Ed.) Available online: <http://www.designlearning.org/wp-content/uploads/2011/09/M.-Chitiga-Exampler-for-Website1.pdf>

Teaching/Research Collaborations

External Research Evaluator – Doctoral Dissertations University of South Africa	2012--
External Research Evaluator Master’s Theses – University of Johannesburg, South Africa	2014--
External Research Evaluator – Doctoral Dissertations University of Witwatersrand, South Africa	2014--
Collaborative Research Curriculum Transformation	2023
Carnegie African Diaspora Fellowship, Wits University, RSA	
Collaborative research	2015–2016
Conference participation, and presentation on human capital development in higher educational leadership, Student Affairs Public Health Awareness and Development, HBCU Curriculum Transformation. University of Pretoria, South Africa	
Collaborations on doctoral research, external graduate faculty and research activities University of South Africa, South Africa	2015–present
Collaborative conversations on adult education and educational leadership University of South Africa and Vaal University of Technology, South Africa	2014–2017
Collaborative dialogue on transformational leadership research University of Zimbabwe, Zimbabwe (Southern Africa)	2016–present
Collaboration and guest lectureships in the Department of Linguistics on gender and language. University of Zimbabwe, Zimbabwe (Southern Africa), Linguistics Department	2009
Collaborative research on women in higher education leadership Zimbabwe Open University, Zimbabwe (Southern Africa)	2011
Civic engagement innovation healthy relationships Affiliate Faculty: The Centre for Child and Family Studies, University of South Carolina, Columbia, SC	2005–2007
“Gender Empowerment Initiatives” University of Zimbabwe, Harare, Zimbabwe	2007

“Diversity in Higher Education: Toward a Socially Just Society.” WACHUBO Executive Leadership and Management Institute (ELMI), Stanford University, Palo Alto, CA	2005
“The Major Challenges Confronted by Black Zimbabwean Women Leaders in the Higher Education Sector.” The University of Zimbabwe, Harare, Zimbabwe	2000
“Issues Affecting Women and Girls in Southern Africa.” Guest Lecturer, University of South Carolina, Columbia, SC	1998

Selected Conference/Workshop Presentations

Chitiga, M. & Launspach, S. (2022) "Pedagogical code switching: Structural and interactional uses in chiShona Mathematics Classroom." Paper presented at the Sociolinguistics Symposium 24, July 13-16, 2022, Ghent, Belgium.

Diversity Professional Development Training Presented to the US Department of Commerce, April 23, 2022 (Zoom Presentation to national and international audience)

Retention via Impactful Inclusion for Transformation (August 2, 2021). Webinar presented to federal government executives in the US Treasury Executive Institute. Zoom presentation to Washington DC

Maximizing/Increasing Diverse Voices for Effective Shared Innovation and Decision Making (July 21, 2021) Webinar presented to federal government executives at the Treasury Executive Institute

Invited Expert:

Workshops presented Leadership Development for change in African education systems YALI RLC-SA: Education Change Makers Programme. February 10 – March 6, 2020)

Education Policy and Regulatory Framework for Education - Wednesday 26 February 2020

Education Leadership Competencies for the 21st Century – Friday 28 February 2020

Education Operations Leadership - Optimizing the Education Value Chain – Monday 02 March 2020

Education Management Information Systems (EMIS) - Data for Policy – Tuesday 03 March 2020

Commencement Speaker – Expert Program Faculty Representative; UNISA Program: Young African Leaders Initiative (YALI), Regional Leadership Center (RLC). University of South Africa (UNISA) - Graduate School of Business Leadership. Midrand, Gauteng, South Africa.

Invited Featured International Presenter. (March 10–11, 2019) “What is curriculum transformation: How does curriculum transformation benefit the student?” Curriculum Transformation Seminar: University of South Africa: The Curriculum Transformation Unit in the office of the Vice Principal—Teaching and Learning, Community Engagement and Student Learner Support and College of Education: South Africa.

With Professor Margaret Chitiga Mabugu, (October 25, 2016). “Human Capital and Educational Leadership” School of Public Management and Administration, University of Pretoria, South Africa.

“Introduction to ESSA Session; Implications for Leaders” (December 6–8, 2016) Leadership North Carolina (LNC) Education Session, “ESSA Session Introduction,” LNC, Winston Salem, NC

“Is Education a Right?” (November 2015) International Education Week: Keynote Speaker, Fayetteville State University

Panel Member “Cost-Effective Internationalization of Higher Education.” (February 12–14, 2014) Academic Chairpersons Conference sponsored by Kansas State University, Jacksonville, FL

“Outsiders Within Our Academy: Maximizing the Contributions of International Faculty in U.S. Higher Education” (June 13–15, 2012) Paper presented at the American Association of

University Professors (AAUP) Conference on the State of Higher Education, Washington, DC

“Using Disasters to Inform Civic Engagement and Writing Pedagogy” (March 29–31, 2012) Paper presented at the Forty-Third Annual Conference of the College English Association, The Omni- Richmond Hotel, Richmond, VA

“Creative Civic Engagement for Youth at Risk.” (March 4–7, 2012). Paper presented at National Youth at Risk Conference, Georgia Southern University, Savannah, GA

“The Reception of Foreign-Born Intellectuals at American Universities” (October 26–27, 2011) Panel discussion at Tenth Claflin University Conference on Contemporary English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, SC.

“Writing Lives: Loving the Academy” (October 26–27, 2011) Paper presented at the Tenth Claflin University Conference on Contemporary English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, SC.

“Teaching in Different Codes” (March 31–April 2, 2011) Paper presented at the College English Association Annual Conference: “Fortunes,” St. Petersburg, FL

“Opening Windows and Doors to the World: A Plan for Infusing Internationalization Across the Curriculum” (November 18, 2010) Paper presented at the Internationalizing Teacher Education Forum, North Carolina State University, Raleigh, NC

“Code-Switching in a Bilingual Classroom” (October 27–29, 2010) Paper presented at the Ninth Claflin University Conference on Contemporary English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, SC.

“Teaching for Creative Civic Engagement across the Disciplines: A Project funded by the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE)” (June 9–12, 2010) Paper presented at the 2010 American Association of University Professors (AAUP) Conference on the State of Higher Education: 21st Century Curriculum Innovations. Washington, DC.

“Engagement Pedagogy in Women’s Studies and Freshman Composition” (March 25–27, 2010) Paper presented at the National College; English Association (CEA) Conference, San Antonio, TX

“Women Leaders Negotiating the HIV/AIDS Pandemic via Civic Engagement” (February 26–27, 2010). Paper presented at The 19th Annual British Commonwealth and Postcolonial Studies Conference, Savannah, GA

“Teaching Outside Your Comfort Zone: Addressing Cultural Diversity in the Classroom” (October 2009). Paper presented at the English and Language Arts Pedagogy in Secondary and Postsecondary Institutions Conference, Claflin University, Orangeburg, SC.

“Innovative HIV/AIDS Infusion into the Curriculum” (October 2009). Paper presented at the English and Language Arts Pedagogy in Secondary and Postsecondary Institutions Conference, Claflin University, Orangeburg, SC

“Negotiating the Turbulent Waters of the Classroom: Experiential Suggestions from Fellow Swimmers” (October 2008) Paper presented at the English and Language Arts Pedagogy in Secondary and Postsecondary Institutions Conference, Claflin University, Orangeburg, SC

“Affirmative Action—Pros and Cons” (March 2007). Paper presented at Hofstra University, Long Island, NY

“Diversity in higher education: Toward a more socially just society.” (November 15, 2005). Professional development training presented to faculty and staff at Oregon State University, Corvallis, OR.,

“Code switching as a Pedagogical Tool: The Special Use of Shona in English-Only Zimbabwean Classrooms” (April 2005). Paper presented at the 36th Annual Conference on African Linguistics (ACAL 36), Georgia Southern University, Savannah, GA

“Integrating Effective Civic Education in Accounting and English Composition Classes at Two Historically Black Universities in South Carolina” (February 2005). Paper presented at the 12th Georgia Conference on College and University Teaching, Kennesaw State University, Kennesaw, GA

“Women on the Frontlines” (April 2004) Paper presented at the Southwest Popular Culture Association, San Antonio, TX

“Intersections of Race, Class, Gender, and Sexuality in Black Female Leadership in Zimbabwe” (April 2004) Paper presented at the National College English Association, Richmond, VA.

“Women Leaders in Zimbabwe: Key Leadership Characteristics” (March 2004). Paper presented at the International Women Leaders Conference at North Georgia College and State University, Dahlonega, GA

“Challenges Faced by Top Female Leaders in Southern Africa” (March 2004). Paper presented at the Modern Languages Association, Pittsburgh, PA.

“Black Sitcoms in America” (October 2003). Paper presented at the Southeast Popular Culture Association, Jacksonville, FL

“The Nation of Islam: A Brief Overview” (February 2003). Paper presented at the Claflin University, Orangeburg, SC

“Conflicting Demands: The Intersection of Race, Class, Gender, and Sexuality in the Work Lives of Women Leaders in Zimbabwe” (March 2003). Paper presented at the Conference on British Commonwealth and Postcolonial Studies, Savannah, GA

“The Functions of Codeswitching in Bilingual Classrooms Where English is the Only Sanctioned Medium of Instruction: The Case of Zimbabwe” (November 2002). Paper presented at the South-Central Modern Language Association 59th Annual Meeting, Austin, TX

“Black Relationships: Reality Versus Stereotypes” (October 2002). Paper presented at the Conference on Popular Culture: American Culture in the South, Charlotte, NC

“Female Political Leaders in Zimbabwe, a Postcolonial Nation in Southern Africa: The Intersections of Race, Nation, Class, Gender and Sexuality” (September 2002). Paper presented

at the Conference on Color, Hair, and Bone— The Persistence of Race Into the 21st Century, Bucknell University, PA

“Exposing the False Media Stereotypes: The Behaviors of Black Males in Pre-Marital Relationships” (February 2002). Paper presented at the Popular Culture/American Culture Associations Conference, Albuquerque, NM

“Gender Issues in African American Heterosexual Relationships” (February 2002) Paper presented at the Popular Culture/American Culture Associations Conference, Albuquerque, NM

“The Major Roles of Female Leaders in Higher Education: The Case of Black Zimbabwean Women Leaders” (April 2000) Paper presented at the Women’s Studies SEWSA Conference. Appalachian State University, Boone, NC

“The Challenges Faced by Women Leaders in Zimbabwe” (February 2000). Paper presented at the Women’s Studies Conference, University of South Carolina, Columbia, SC

“Women in Zimbabwe: What Human Rights Are They Really Enjoying?” (February 1999) Paper presented at the Women's Studies 25th Anniversary Conference, University of South Carolina, Columbia, SC

“Quality Assurance and Self- Evaluation in Technikons” (1997) Unit for Research into Higher Education, Orange Free State, South Africa

Service to the University/Profession

NWCCU Peer Review – Chair on a committee

NWCCU Peer Reviewer – Mid-Cycle Evaluation with a site visit– scheduled for October 2025

Washington State Board of Community and Technical Colleges (commissions leadership)

Research & Planning Accreditation Committee Co-Chair (2025-2026)

Research & Planning Commission Executive Committee (2025-26)

Senior Leadership Innovation Committee (SILC) – University of Puget Sound, WA

Leadership Team for Trends and Patterns for Student Success

Select Committee service at Warner Pacific University 2021-2023

Chair: Academic Council

Chair: Accreditation Committee

Staff Liaison – Program Committee, Warner Pacific University Board of Trustees

Co-Chair: Canvas LMS Launch Committee

Representative for Academic Affairs Representative: Emergency Preparedness Committee

Member (Non-voting): Academic Policies Committee

Represented Academic Affairs on campus-wide committees

Academic Affairs Committees

Sample Committees served at Fayetteville State University, NC 2010-2021

Chair: Doctoral Dissertation Committees

Member: Doctoral Dissertation Committees

Member: Faculty Senate Executive Committee (FSU)

Chair: Faculty Welfare Committee

Chair: Faculty Tenure, Reappointment, and Promotion Evaluation Committee

Co-Chair: Subcommittee on Sexual Misconduct

Member University-Wide Graduate Council

Member: Statewide North Carolina School Counseling Strategic Leadership Team

Expert Contributions (ongoing on ad hoc basis)

- Review Committee Membership for Promotion, Tenure, and Reappointment Hiring
- Committee Membership for Faculty, Staff, and Administrators
- International Journal Reviewer
- Program Reviewer and Evaluator for the State's Approval and Remodeling of Institutions of Higher Education (reviewed for Leadership and Principalship Degree Programs)
- International Peer Reviewer for Tenure and Promotion for universities in Zimbabwe and South Africa.
- Research Reviewer National Research Foundation, South Africa - ongoing
- Invited Seminar Lead: Educational Leadership Development for Change in Africa

References available on request: mchitiga@gmail.com