

Waltrina E. Dufor, Ph.D**Home Address:**

11573 Emerson Ave., West Virginia

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Email: wedufor@gmail.com**Education**

Ph.D, Higher Education, Specialization: Leadership
Indiana State University, Terre Haute, IN

M.S., Organizational Management
Misericordia University, Dallas, PA

B.A. Broadcast-Cable, Concentration: Business
The Pennsylvania State University, University Park, PA

Summary

After working several years in student affairs and academic affairs, I am striving to synergize my personal and professional life to reflect my roles as a leader, facilitator, and mentor. Obtaining a position that allows me to be a part of transforming lives to achieve career aspirations and holistic wellness is my professional objective.

Summary of Achievements**Dissertation of the Year Research Award**

Awarded a Scholarship at Indiana State University for conducting a significant research study in the College of Education, Terre Haute, Indiana,

Teacher Appreciation Award Recipient

Indiana Institute of Technology, Fort Wayne, Indiana, January

Program Development

Established a Higher Education cohort program for the Ed.D and Master Degree accredited by HLC.

PROFESSIONAL EXPERIENCE**August 2012 – August 2013****Interim Dean of Academic Affairs, West Virginia University at Parkersburg, Parkersburg, WV**

As a member of the President's Cabinet and the Academic Affairs Council, I supervise and conduct performance evaluations for the Directors of the Office of Retention, Developmental Education, Non-Traditional Programs/The Start Center, and the Career Planning and Placement/Cooperative Education Director. Supervised and led the NADE Certification process. Approve curricular course changes. Represent the unit at recruiting, local and regional events. Develop and monitor the budgets for all areas of responsibility. Advised students. Conduct performance evaluations to align professional goals with institutional and state strategic goals. Responsible for the organization and formatting of the Academic Catalog, summer bridge program and adjunct faculty recruitment fairs. Collaborate with and serve on unit, institutional and presidential committees related to enrollment and retention, social justice, financial aid, the National Smarter Balanced Initiative and textbook affordability. Use predictive analytics to measure and evaluate student performance and program effectiveness. Serve as a member of the HLC Committee for the Spring 2014 visit for

reaccreditation. Make presentations to the Board of Governors and coordinate adjunct faculty/staff professional development activities for the campus and state of West Virginia. Distribute degrees during convocation.

August 2010 – August 2012

Program Lead/Committee Chair for the Higher and Postsecondary Education (HPSE) Ed.D and MA Programs, Argosy University, Atlanta, GA

Special Accomplishments

Established the new Ed.D and MA Higher and Postsecondary Education programs.

Increased enrollment in the Ed.D program from zero to 37 during August 2011-April 2012 and zero to 28 in the MAHPE program from May 2010 – April 2012.

Program Administration

Advise most of the higher education students, K-12 graduate students, and trained faculty on advising using program sheets, advising alert system, and advising manual.

Responsible for course planning curriculum, instructional effectiveness, scheduling faculty, and collaborating with graduate recruitment and retention efforts. Provide training, mentoring, and evaluation of new and current higher education faculty. Review IRB applications, comprehensive exams, serve as chair of dissertations, and serve as a member of the Institutional Effectiveness, Program Evaluation, and Curriculum Committees.

Serve as a central point of contact for inquiries/questions germane to program activities and as overall program spokesperson.

Actively plan, schedule, coordinate, and present at HPSE meetings.

Share updates with Admissions that relate to course program recruiting for enrollment management.

Actively participate in open house and orientation events on a per session basis.

Select and mentor new faculty.

Provide training in respect to LASA (assessment of achieved course outcomes), learning style assessments, curriculum and syllabus development and effectively using digital textbook platforms.

Select higher education courses to be taught.

Monitor and supervise MA and Ed.D HPSE interns.

Represent the HPSE program on committees (standing or ad-hoc).

Participate in the course planner for higher education courses.

Review registration reports with chair.

Coordinate the fall, spring, and summer program teaching schedule and the assignment of faculty teaching loads.

Coordinate the mechanisms of student recruitment and evaluation processes.

Collaborate on marketing and communication program materials.

Responsible for supporting the program review processes.

(Took time off –Oct. 2008 – January 2010- due to passing of spouse.)

2006 – 2008

Director of Student Development - Morehouse College, Atlanta, GA

Responsible for management of the Office for Student Development. Managed and provided guidance toward students and staff achieving goals, objectives, and career plans. Chaired the New Student Orientation Committee. Responsible for advising new and returning students. Instructed Student Development Leadership and Student Success Seminars. Supported staff and provided professional development training.

2004 - 2006

Adjunct Faculty - Indiana Institute of Technology, Fort Wayne, IN

Instructed courses such as “Group Dynamics,” “Leadership,” “Understanding Diversity,” and “Organizational Behavior” for the College of Professional Studies.

2002 – 2007

Doctoral Student - Indiana State University, Terre Haute, IN

2001 - 2003

Associate Dean of Students and Director of Campus Programs - Taylor University, Fort Wayne, IN

Responsible for management of Campus, Student Activities, Student Leadership, teaching Freshman Year Experience, New Student Orientation, Multicultural, Mentor and Recreation Programs. Instructed "Public Speaking," "Developmental Processes in Leadership", "Student Development Seminar," and "New Student Orientation."

2000 - 2001

Admissions and International Counselor - Taylor University, Fort Wayne, IN

Responsible for planning & implementing recruitment initiatives and evaluating candidates for admission and student advising for class registration and returning students.

1997 – 2000

Workforce Development Project Coordinator - The Fort Wayne Urban League, Fort Wayne, IN

Responsible for career planning, placement, and organizational development of Urban Enterprise Zone companies for the Urban Enterprise Association grant.

1998 – 1999

Adjunct Faculty - Indiana University- Purdue University at Fort Wayne (IPFW) - Fort Wayne, IN

Instructed "Fundamentals of Speech Communication," "Human Resource Management Issues," and "Wellness & Stress Management".

1997 - 1998

Consultant - Indiana Small Business Development Corporation, Fort Wayne, IN

Responsible for consulting businesses about organizational development, marketing, and/or grant opportunities.

(Took time off to start a family.)

1994 - 1996

Assistant Director of Student Activities & Coordinator for Multicultural and International Affairs - King's College, Wilkes-Barre, PA

Responsible for the management of Multicultural and International Affairs and assisted in leading and managing the Office of Student Activities.

1992 - 1994

Admissions Counselor - Misericordia University, Dallas, PA

Responsible for planning & implementing recruitment initiatives and evaluating candidates for admission. Advised students for class registration.

1991 - 1992

**Community Relations Coordinator and Advertising Account Executive
Capital Cities/ABC, Inc.-The Times Leader Newspaper, Wilkes-Barre, PA**

Responsible for impression management of the newspaper, and the newspaper's relationship to customers.

ACADEMIC EXPERIENCE

August 2010 – August 2012

Assistant Professor of the Higher and Postsecondary Education (HPSE) Ed.D and MA Programs, Argosy University, Atlanta, GA

Special Accomplishments

Established the new Ed.D and MA Higher and Postsecondary Education programs.

Increased enrollment in the Ed.D program from zero to 37 during August 2011-April 2012 and zero to 28 in the MAHPE program from May 2010 – April 2012.

Responsible for instructing elementary education and higher education courses for graduate students.

Reviewed IRB applications, comprehensive exams, serve as chair of dissertations, and serve as a member of the Institutional Effectiveness, Program Evaluation, and Curriculum Committees.

Actively participated in open house and orientation events on a per session basis.

Mentored new faculty.

Advised most of the higher education students using program sheets, advising alert system, and advising manual.

Responsible for supporting the program review processes.

College of Education

Navigating Law and Policy in Higher Education/Education Law: Higher Education (E7512/E7240) (Summer II, '12 and Summer '11, Blended Format)

This course addresses the basic legal principles and role implications for higher education administration. Upon completion, the student will demonstrate a rudimentary background in the parameters of postsecondary education laws as they relate to trustees, administrators, staff, faculty, students and governmental/community constituencies.

Internship (E7514)

(Summer I, '12, Blended Format)

This elective course is designed to be a collaborative and supervised internship experience among the university, the intern/candidate, and the cooperating administrator in higher and postsecondary settings. This experience is personalized to each intern/candidate relative to the skills, knowledge, and dispositions required for the specific position. Each candidate will be expected to implement an agreed-upon project

Strategic Planning and Implementation in Higher and Postsecondary Institutions (E7040) (Spring II, '12, Blended)

Students develop strategic plans for institutions or departments using current planning and implementation models and processes with the aim of fulfilling an institutional mission and moving toward a vision. Through environmental scanning, students collect, analyze, and interpret data to inform and support short-term and long-term decisions and plans.

Transforming Practice in Higher Education (E7042) (Spring I, '12, Blended Format)

Students evaluate, select, and apply transformative learning, social justice, change management, and entrepreneurial leadership theories to complex educational challenges. Students explore these challenges through case studies and through experiences within students' own learning communities. Students develop plans for transformational practice that further institutional missions and promote greater access, equity, and accountability.

Internship (E6508) (Spring I & II, '12, Blended Format)

This elective course is designed to be a collaborative and supervised internship experience among

the university, the intern/candidate, and the cooperating administrator in higher and postsecondary settings. This experience is personalized to each intern/candidate relative to the skills, knowledge, and dispositions required for the specific position. Each candidate will be expected to implement an agreed-upon project that was developed and defined in E6506 Capstone.

Capstone (E6506) (Spring II, '12, Blended Format)

This project-based final course requires the student to draw upon the combined learning from his entire program experience to address a critical need or problem in a real institutional setting. The project itself comprehensively addresses all outcomes for this program.

Leading and Managing Higher and Postsecondary Institutions (E7038) (Fall II, '11, Blended Format) Through this course, students develop their capacity for leading institutions in the 21st century. Students rethink and re-conceptualize their roles and responsibilities in furthering institutional missions by analyzing current structure and administrative practices of higher and postsecondary institutions; by examining leadership, organizational and administrative theories; and exploring the roles of governing boards, administrators, faculty members, and students in shaping an institution.

Financial and Resource Decision Making (E7510) (Fall I, '11, Blended Format)

This course is designed to introduce students to the finance of higher education. Many critical decisions in higher education involve financial considerations, and financial knowledge is central to effective improvement efforts. What is more, various critical external authorities and the public hold leaders accountable for the financial condition of their institutions and systems. The course applies the concepts, models and methods of economic theory in the analysis, synthesis, and evaluation of issues, problems, programs, policies, and behaviors related to the finance of higher education.

College Teaching (E7345) (Summer I, '11, Blended Format)

This seminar aims to develop in students the essential concepts and skills for successful college teaching. Beginning with an exploration of today's higher education environment and a problem-solving skill framework for college teaching and learning, students then work toward practical solutions to learning, proactive planning, self-awareness, and self-assessment, the course guides students to formulate a teaching style that capitalizes on their individual personality and talents.

Fiscal Realities and Responsibilities (E6022) (Spring II, '11, Blended Format)

This course provides an overview of higher and postsecondary education finance and budgetary considerations at the federal, state, and local levels. Students learn to analyze the budgetary process and constraints within a postsecondary institution. Students complete field experiences and a project that focuses on the management of fiscal resources within an environment of competing priorities.

Educational Leadership in Theory and Practice (E7137) (Spring I, '11, Blended Format)

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling.

The Adult Learner (E7336) (Spring II, '10, Summer II, '10, Spring I, '11, Blended Format)

This course considers the instructional theories and motivational techniques that may be employed to enhance education for adult students. The role of the teacher as a diagnostician, planner, and facilitator is also considered.

Introduction to Higher and Postsecondary Education (E6018) (Fall II, '10, Blended Format)

This course introduces the organization, structure, and philosophy of higher and postsecondary education in the United States. Students consider various institutional types and admissions and discuss their impact on organizational structure, complexity, governance models, institutional resources, and accreditation.

Leading and Managing Change in a Diverse Society (E7033) (Fall I, '10, Blended Format)

This course focuses on concepts and strategies for managing change in educational, human services, and business settings. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Processes, procedures, and skills for change are presented in terms of situational considerations and implications.

Student Success from Admissions to Graduation (E6020) (Fall I, '10, Blended Format)

This course leads students through an investigation of adolescent and adult student development and learning theories, as well as the most recent studies in recruitment, persistence, and completion. Students use these theoretical constructs to identify and analyze a problem or concern, develop a plan, budget, and an assessment process using appropriate technology to enhance student recruitment, persistence, and completion. The acquisition and incorporation of diverse perspectives in this project is required.

Critical Analysis of Problems and Issues in Education (E7034) (Summer II, '10, Blended Format)

Problems and issues that relate to the present and the future of and private education are the core of the course. They are identified in a forum that brings experience and current methodology together to address problems that relate to the specific roles of the course participants. Long-range and short-range problem-solving strategies, directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources, are addressed in terms of current situational models.

Managing Human and Fiscal Resources in Education (E7637) (Summer I, '10, Blended Format)

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. It provides an in-depth analysis of personnel administration and the knowledge and skills necessary to take a strategic approach to resource management in organizations of higher learning. The course examines the processes of human resource and fiscal planning, job analyses and description, recruitment, selection, compensation and rewards, evaluation and relevant employment laws. Students participate in discussion strands based on human and fiscal resource management issues, and submit assignments that demonstrate understanding of human resource management theories and practices—including a course project, which requires the creation of a comprehensive human resources development plan for an educational institution.

Higher Education in the United States (E7136) (Spring I, '10, Blended Format)

Theories and models of institutional arrangement, as well as governance and management processes, are considered in this course. Planning and assessment methods are also examined.

Comprehensive Planning and Implementation (E7134) (Fall II, '09, Blended Format) Concepts and strategies associated with effective planning in educational and human services organizations. A decision-oriented evaluation model is also considered. Examples demonstrate the use of as input for a comprehensive plan. Presents strategies for the coordination of curriculum and instruction delivery systems into an overall management plan. Defines specific administrative levels of responsibility. An evaluation component of comprehensive planning is outlined in both objective and subjective terminology. In addition, I serve on dissertation committees.

Serve as Chair of the following Dissertation Committees:

The Leadership Development Experiences of Assistant Principals and Principals for Instruction: A case study. (Published)

Teachers' perception of holistic education: Waldorf education. (Published)

African American males' perceptions of the assistant principal leadership role at predominantly white high schools: A phenomenological mixed-methods approach.

Factors that influence African American Males to Become Elementary School Teachers: A Phenomenological Study.

A mixed method study on rural youth from Georgia and the pathway to college: The perspectives of Upward Bound graduates' and program factors that contributed to their success.

Preschool teacher perceptions of literacy coaching.

Role of social isolation in the online learning environment at the non-traditional school level.

Healthier foods Lead to academic achievement: A qualitative study on lower socio-economic background parents' perceptions on the impact of healthier foods on students' academic achievement.

Examining teachers' perceptions of preparedness regarding the needs of racially, culturally and linguistically diverse students.

A case study of the implementation of the direct instruction model in a reading classroom. (Published)

The pre-kindergarten teachers' perceptions of the Georgia pre-kindergarten curriculum and the effects on kindergarten readiness.

Perceptions of the alternative assessment for students with significant cognitive disabilities: A case study of special education middle school teachers.

A case study: The perspectives of third grade teachers towards employing a holistic educational approach for African American male learners.

Serve as a member of the following dissertation committees:

A case study on the impact of historically Black colleges and universities on transformational leadership: experiences of Spelman College alumnae.

Teacher perceptions of middle school English language arts & instructional coaches.

A quantitative study of a school-based mentoring program on new teacher retention rates in a Georgia school district

Impact of a teenage parenting center on successful high school completion for the pregnant or parenting adolescent

The academic success of African American women attending an urban community college

Fall 2006 – Spring 2008

Instructor, Morehouse College, Atlanta, GA

Student Development Leadership Seminar

(non- credit) Designed to provide theoretical foundations on leadership, identity, and student development. The seminar provides experiential opportunities structured in small groups toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions.

Student Success Seminars

(non-credit) Becoming a Master Student, Study Skills, Electronic Learning, Math Study Skills, How to Mentor, Peer-to-Peer Mentoring, and Transitions for Transfer Students.

Fall 2004 - Spring 2006

Adjunct Faculty, Indiana Institute of Technology, Fort Wayne, IN

College of Professional Studies

Group Dynamics

(Spring '06) (Three cr.) The psychology of groups; normal and developmental growth; development of leadership styles, emphasis on assessment of group change.

Leadership

(Spring '06) (3 cr.) Theory and practice of leadership; history of leadership studies; current research trends and models; leadership compared and contrasted with management. Students assess, develop, and present a leadership model that best succeeds in their work/life environment.

Understanding Diversity

(Summer '06, Fall '05, Summer '05) (3 cr.) Explores race, gender, sexuality, sexual orientation, age, socioeconomic class, and systemic influences. Emphasis on the connection among individuals, institutions and cultural groups, and on the relatedness of individuals' race, gender, sexual orientation, and socioeconomic class. Theoretical and philosophical frameworks and research are presented through materials drawn from education, psychology, sociology, American studies, cultural studies, health sciences, and management.

Organizational Behavior

(Summer '05) (3 cr.) The study of human behavior in organizational settings. Directed study in business organization, and behavior and motivation in groups. Theoretical and experiential study in productivity tasks, communication, and environmental variables, power, leadership and development.

College of Business and Arts

Understanding Diversity (Winter '06, Fall '05, Spring '05, Winter '05, and Spring '04) (3 cr.)

Organizational Behavior (Fall '05, Fall '04) (3cr.)

Fall 2000 - Spring 2003**Adjunct Faculty****Taylor University, Fort Wayne, IN**Department of Communications*Public Speaking*

(Spring '03, Fall '02, Spring '02, Fall '01) (3 cr.) Audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening.

Department of General Education*Developmental Processes in Leadership*

(Spring '03, Fall '02, Spring '02, Fall '01) (1 cr.) Theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions.

Student Development Seminar

(Spring '03, Fall '02, Spring '02, Fall '01) (1 cr.) Designed to provide instruction and study in topics relevant to specific student leadership positions (i.e. student mentors on campus).

New Student Orientation

(Fall '02, Spring '02, Fall '01) (1 cr. for freshmen and transfer students) An introduction to the Christian higher education philosophy of Taylor University by word and practice. Small group approach to study skills, personal growth and development, and academic advising, as well as practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management, interpersonal relationships, career planning, and spiritual growth. (Required of all first-time freshmen and transfer students with 11 or fewer hours).

Spring 1998- Spring 1999**Adjunct Faculty, Indiana University- Purdue University at Fort Wayne (IPFW), Fort Wayne, IN**Department of Communication*Fundamentals of Speech Communication*

(Spring '99, Fall '98, Summer '98, Spring '98) (3 cr.) The study of communication theories as applied to speech. Practical communicative experiences ranging from interpersonal communication and small group process through problem identification and solution in discussion to informative and persuasive speaking in standard speaker-audience situations.

Division of Organizational Leadership and Supervision*Human Resource Management Issues*

(Spring '99, Fall '98, Summer '98, Spring '98) (3 cr.) A survey of modern personnel practices including the legal environment, EEO and affirmative action, human resources planning, recruitment and selection, training and development, compensation and benefits, safety, and labor relations. Emphasis was on practice and applications.

Department of Human Services*Wellness & Stress Management*

(Spring '99, Fall '98, Summer '98, Spring '98) (3 cr.) An introduction to the philosophies and techniques for achieving individual wellness (optimum health). Included topics in stress management, nutrition awareness, lifestyle planning, nontraditional approaches to building healthy lifestyles, exercise, and psycho-physiological well-being. Class sessions incorporated experiential and participatory styles of learning, lecture, discussion, and small-group interaction.

Grants

Miracle Enterprises, Inc. - Fort Wayne, IN

Funded (06/01/04 – 06/01/06) (10,000)

The Paul Clarke Foundation Grant - Stairway to Learning Center, Teens in Motion program.

Funded (07/01/2004 - 07/01/06) (277,540)

Lincoln Financial Group Foundation Grant - From Boyz 2 Men, Inc., Parental Involvement Building Relationships program.

Funded (07/01/2004 - 07/01/06) (16,500)

Lincoln Financial Group Foundation Grant - The Truth Gospel Ministry, Inc., Teen Speak Out Radio Talk Show.

Funded (07/01/2004 - 07/01/05) (20,000)

Fort Wayne Community Foundation Grant - Unity of Love Family Reconnect Program.

Fellowships/Awards/Honors

American Council on Education - Office of Women in Higher Education, Regional Leadership Forum Participant, Charleston, South Carolina, March 16-18, 2011. (Nominated to attend)

Graduate Student Research Fund Recipient 2006

Edgar L. Morphet Research Scholarship, Indiana State University, College of Education, Department of Educational Leadership, Administration and Foundations.

Graduate Student Research Fund Recipient 2005

Edgar L. Morphet Research Scholarship, Indiana State University, College of Education, Department of Educational Leadership, Administration and Foundations, Terre, Haute, IN.

School of Education Graduate Student Research and Professional Development Fund Award Recipient

Indiana State University, College of Education, Department of Educational Leadership, Administration and Foundations, Terre, Haute, IN, 2003.

Walter Kaitz Fellow, The Pennsylvania State University, University Park, PA 1992

Graduate School Scholarship Recipient

Awarded the Pennsylvania Department of Education full graduate school tuition scholarship by former Senator Chaka Fatah, 1991.

Conference Presentations/Participant

American Association of Blacks in Higher Education (AABHE) National Conference on Blacks in Higher Education, Atlanta, GA, February-March 2013. Pathways to leadership for African American women. (Presentation)

Association for the Study of Higher Education (ASHE) Annual Conference/Meeting, Las Vegas,

NV, November 2012. Pathways to higher education administration for African American women. (Roundtable)

American Council on Education - Office of Women in Higher Education, Regional Leadership Forum, Charleston, South Carolina, March 16-18, 2011. (Participant - Nominated by President Gnage)

National Association of Student Personnel Administrators (NASPA) Graduate of The Manicur Institute for Aspiring Senior Student Affairs Officers, January 2008, Clearwater Beach, Florida. (Participant - Nominated by Dr. Kevin Rome, former VP of Student Affairs at Morehouse College.)

National Association of Student Personnel Administrators (NASPA) Annual Conference, Black Female Summit, 2008. (Panelist)

Association for the Study of Higher Education (ASHE) Annual Conference/Meeting, Louisville, Kentucky, November 2007. The professional development experiences of African American women: The ACE Fellows program. (Presentation)

Association for Christians in Student Development (ACSD) Annual Conference, Wheaton, IL; June 2-5, 2003. "Infusing diversity in student leadership curriculum. (Presentation)

Association for the Study of Higher Education (ASHE) Annual Conference/Meeting, Portland, Oregon, November 2003. "Distance and hybrid-distance based graduate programs in higher education." (Panelist)

PiLambda Theta (PLT) Regional Conference, Fort Wayne, Indiana June 2004. "Developing a student leadership curriculum." (Presentation)

Other Conference Presentations

Safe Space, Diversity Week, Morehouse College, Atlanta, GA, 2008. (Presentation)

"Navigating the grief process," Chaplain's Retreat, Martin Luther King, Jr. Chapel, Morehouse College, Atlanta, GA, February 28, 2008. (Presentation)

"Black Relationships" National Student Leadership Conference, Morehouse College, Atlanta, GA, January 22-25, 2007. (Presentation)

"Leadership 101" Student Government Conference, Morehouse College, Atlanta, Georgia, January 2007. (Presentation)

"Emotional Intelligence" National Student Leadership Conference, Morehouse College, Atlanta, GA, 2006. (Presentation)

Publications and Work in Progress

Bertrand, T. and Dufor, W.E., (May 2012). The Pathways to Higher Education of African American Women. "Directions along the way." (Stylus Publishing)

Bertrand, T. and Dufor, W.E., (2012). Speakers of the Academy. The Mentoring Experiences of African American Women in Senior Leadership Roles. (ASHE- in review)

Dufor, W.E., and Clausen, J. (2012). Cross-cultural mentoring through the dissertation and beyond. (In progress)

Dufor, W.E., (2007). The Professional Development Experiences of African American women:

The American Council for Education Fellows Program. Dissertation, Indiana State University.

Dufor, W., (1994). Recruitment and Retention: The Revolving Door. Thesis, Misericordia University.

Institutional Service (Served as Chair, Co-chair, or committee member)

West Virginia University at Parkersburg

President's Cabinet
 Academic Council
 HLC Accreditation Committee
 Chair, HLC Facilities Committee
 Student Service Committee
 Academic Affairs Council
 Adjunct Faculty Council
 Chair, Textbook Affordability Committee
 Social Justice Committee
 Safe Zone Task Force

Argosy University at Atlanta

Chair, Higher Education Committee
 Curriculum Committee
 Faculty Search Committee

Morehouse College

First Year Experience Committee; Assessment and Evaluation, Professional Development; Institutional Diversity; AUC Pandemic Influenza Conference Committee; Emergency Campus Safety Planning Committee; Strategic Planning Committee; Assessment and Evaluation; Alumni Association's Founder's Day; Alumni Association's Family Weekend; Student Development; Student Development Advisory; New Student Orientation; Student Services Search committees (RD's, NSO, Student Activities Director).

Taylor University

Key Quality Performance Indicators; University Student Services Recruitment and Retention Council; Martin Luther King, Jr. Planning Committee; and the Special Populations.

King's College

Diversity Council

Misericordia University

College and Community Diversity Council

Community Service

Alpha Kappa Alpha Sorority, Inc., Iota Chi Omega Chapter, Atlanta, GA 1999-Present
 Arthritis Foundation, Atlanta, GA – Fundraising Team Leader 2011
 City of Decatur, Glennwood Academy Parent's Council, Decatur, GA 2007-08 (Parent Survey and conducted data analysis)
 Pi Lambda Theta, International Honor Society and Professional Association in Education 2004-2007
 State of Indiana, Social Status for Black Females, co-founded & member 2005-2006
 State of Indiana, Social Status for Black Males, member 2003-2006
 Fort Wayne, IN,, Stop The Madness, Inc. – mentor 2001-2006
 East Central Neighborhood Association, Fort Wayne, IN, 2002-2006
 United Way, Fort Wayne, IN 2000. Graduate of Train the Trainer Diversity Program
 Fort Wayne, IN Ballet Board of Directors 1997 – 2000

Arts United Grant Board, Fort Wayne, IN 1997 - 2000
 Junior Achievement, Fort Wayne, IN 1998
 United Way Committees, Fort Wayne, IN 1997-2000: Diversity Council, Curriculum Design, Tracking & Placement, Study Circles, Task Force to Undo Racism, and Project Blueprint.

Professional Memberships/Associations

Sisters of the Academy (SOTA) – Writing Retreat Circle Planning Committee Member (Current)
 Association for the Study of Higher Education (ASHE) (Current)
 National Association of Student Affairs Professionals (NASPA)
 American Educational Research Association (AERA)
 Georgia College Personnel Association (GCPA)

Seminars/Workshops Attended

Recovery Coach Academy, July 2013. Bureau for Behavioral Health & Health Facilities, Charleston, WV.
 IPAD Course, West Virginia University at Parkersburg, Spring 2013.
 Essentials of Communication, Rockhurst University Continuing Education Center, July 15 & 16, 2002.
 Excellence in Nonprofit Leadership and Management. Strategic Planning: Charting your Course for Success. The Learning Institute for Non-Profit Organizations, 1999.
 Affirming Diversity, Challenging Racism: A Training for Trainers January 12-16, 1998, Fort Wayne, IN.
 Project Blueprint-Bridges to Diverse Leadership Board of Directors, United Way, Fort Wayne, IN, 1998.
 National Symposium on Strategies for Recruiting and Retaining Students of Color. December 5-7, 1993.
 The Successful Admissions Officer, August 3-5, 1992. Consultants for Educational Resources and Research, Inc., Washington, D.C.