

Dr. Michael V. Bowie
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February 20, 2014

Search Committee
Assistant/Associate Dean for Student Affairs
College of Education
University of Florida
Gainesville, Florida 32611

To Whom It May Concern:

I am writing to express my interest in the Assistant/Associate Dean for Student Affairs position within the College of Education (COE) at the University of Florida. I am attracted to this position for two reasons: (1) I have an interest in serving as a catalyst for educating all students, faculty, and staff about the academic and social programs and initiatives that exist on the University of Florida's (UF) campus and throughout the country; and (2) my experiences as the Director for Recruitment, Retention & Multicultural Affairs and in the Student Affairs field have provided me with keen insight into the direction that the office should take as the University of Florida establishes itself as a top ten public institution. As the University moves towards fulfilling this goal, the College of Education needs an advocate that will continue to help build an educational and social environment where students understand and feel like they play a pivotal role in accomplishing this goal. In addition, it is essential that students have a learning community where diversity based on gender, race/ethnicity, religious affiliation, and sexual orientation are seen as an asset to the College's learning environment as opposed to a distraction.

In the role of Assistant/Associate Dean, it is my goal to provide leadership in creating and implementing strategic plans to advance the academic agenda through graduate and undergraduate student support. I want students to embrace their passion for learning and explore educational initiatives that will bridge the gap between student affairs and academia. I believe building relationships throughout the local and national communities can serve as an effective tool to help recruit, retain, and address the concerns of students in the College. Furthermore, these relationships should also be viewed as educational resources that will help students understand their roles as teachers and learners in this ever evolving world in which we live.

Currently, in my role as the Director for Recruitment, Retention & Multicultural Affairs, I have the opportunity to create innovative and diverse educational programs to enhance the intercultural development of students. I believe my experiences in academic advising, career development, recruitment, retention, and budgeting, as well as active participation on various University committees (including Persons with Disabilities, J.W. Reitz Union Board of Managers, Student Conduct, Student Activities Appeals, Title IX Committee in Intercollegiate,

and the Anti-Hazing Coalition) have equipped me with the ability to serve as a valuable asset to help develop and implement new and innovative initiatives in the College. In addition, I have worked in the PreK-12 system either directly through programs like the College Reach-Out Program (middle and high school students) and the Situational Environmental Circumstances Program (4th and 5th graders) or indirectly as Chair of the Board for Partnership for Strong Families, Inc., Education Chair for the Alachua County Branch of the NAACP, past advisor of the Alachua County Youth Council of the NAACP and as a member of the Alachua County Public Schools Disciplinary Committee.

I am very familiar with teacher certification requirements and student teaching because of my work with the COE's Office of Student Services, Florida Department of Education's Educator Recruitment, Development, & Retention office and the Florida Fund for Minority Teachers, Incorporated (FFMT). I work closely with faculty, staff and students in all three schools in the College and have an on-going relationship with the Graduate School in reference to student recruitment, retention and graduate school policies. As the FFMT Executive Director, I have worked with school districts across the state to assist in the recruitment of our graduating scholarship recipients. As the college's recruiter, I have become very familiar with undergraduate, graduate, on-line and certification programs in the College and have worked with graduate and program coordinators to recruit potential students into their programs. In addition, I have assisted with identifying funding opportunities (fellowships, assistantships, and scholarships) for many graduate students. I believe that my role as an administrator is not complete until a student receives her or his degree and/or certification. To this end, I have attended numerous dissertation defenses in all schools.

Also as the FFMT Executive Director, I am responsible for coordination of the Minority Teacher Education Scholarship Program, a statewide program that selects scholarship recipients at over 36 institutions based on criteria established by the Florida legislature, and coordination of a Teacher Recruitment and Retention Symposium that included up to 800 participants. I also oversee the selection of a FFMT Teacher of the Year and Scholars of the Year. I also coordinated the Minority Education Scholarship for graduate students until funding ended in the Spring of 2011.(A program that I will definitely seek funding for if selected in this new position.). Although I understand that coordination of the selection process for college scholarship recipients and college awards like Teacher of the Year is very different than the programs above, my ability to work with other offices, like the Office of Development and Alumni Affairs, and faculty will appear seamless with the change of administration.

Understanding FERPA laws and maintaining certification in this area provides me with a complete understanding of the protection of student records. Having to manage over 5,000 scholarship recipient records has provided me with the necessary skills to develop an efficient system that ensures the greatest security.

Serving in the Student Affairs field officially since 2001, and prior to that unofficially as a faculty member in the College of Veterinary Medicine, has equipped me with the skills important for addressing the many concerns and obstacles that current and future students encounter daily. As a student advocate, I have assisted hundreds of students as they faced academic, social and personal issues. When issues were delicate and sometimes barriers were

observable, with the student's permission, I personally reached out to individuals in the College with a level of expertise and sensitivity and reassured the student that the issue would be resolved and that they are being placed in the proper hands for further guidance and support. More importantly, I followed up to make sure that the student's issue was addressed. This helped to break barriers and many of these students have become self-appointed ambassadors to my office. I believe my passion for students, leadership ability and organizational skills will be the great advantage that I will bring to Student Affairs in the College of Education and at the University of Florida.

Fund development has been instrumental in ensuring that the work that we do in the Office for Recruitment, Retention and Multicultural Affairs is achieved effectively. Having secured over \$27 million in contracts and grants, as Assistant/Associate Dean, I will continue to identify revenue sources through contracts and grants that make the work that we do in Student Affairs successful. Many associations, companies and agencies like NASPA, FedEx, and Target support programs that seek to strengthen the educational needs of students.

Before obtaining my current job in the College of Education, I had an enlightening conversation with a long-time friend, Dr. James Scott, who served as Vice President for Student Affairs at the University of Florida. This conversation helped shaped the way I viewed and approached Student Affairs. Dr. Scott stated that an Office of Student Affairs was quite different than an Office for Student Affairs. The former was a place where policies were developed and relied heavily on students coming to the office to seek advice. The latter, however, meant that those individuals charged with working in that office extended themselves beyond the walls. He stated that true student affairs meant more than policies and providing support services from an office, but included reaching out to students, often going to places where they congregate.

I am an individual driven towards excellence and as such I approach the work and the mission of the College of Education in the same manner. I am highly organized and motivated, detail oriented, and truly dedicated to my work. As a result, I encourage the holistic development of a college student in making sure they are academically challenged and developmentally supported during their college experience. I am positive that I am the best candidate for this position and am committed to creating an inclusive environment on campus for students to succeed in our global community. In my attached comprehensive plan, I've outlined my vision for Student Affairs in the College of Education and I'm confident that it is in alignment with moving the College in a direction that results in top ten ranking.

I am excited about the opportunity to expand on my qualifications and experiences to interview as the next Assistant/Associate Director of Student Affairs in the College of Education. If you should have any questions, please feel free to contact me at mbowie@ufl.edu. I look forward to hearing from you soon as you begin to move forward in your selection process. Thank you for your consideration.

Sincerely,


Dr. Michael V. Bowie

A Comprehensive Approach

The fundamental role in Student Affairs is to support and enhance the University's educational mission. At the core of all we do is a commitment to promote student success in and outside the classroom.

The living and learning environment should inspire, challenge and support students to achieve their full potential as individuals, members of the College of Education (COE) community and as citizens of a larger society. A critical focus of the environment we foster is ensuring that students coming to the COE participate in and receive an education of lasting value.

The quality of our COE programs, facilities and services should compare favorably to those of the finest colleges and universities in the country. The COE should be known as a college that produces leaders who are held in high regard for their character as well as their achievements.

The Office for Student Affairs in the College of Education should be a place where students are provided with academic advising, personal counseling, career development, and financial aid advising, in addition to certification and student teaching placement. In addition, the Office should provide activities and programs that complement the academic nature of the College of Education and challenges students to address many of the issues that face children and educators today. Because this would require additional services, it is important that the Office for Student Affairs works with several offices on campus.

To this end, the office will work collaboratively with students, faculty, staff, community partners, the School District, alumni and others to continually improve the quality of the COE experience with the goal of significantly improving service delivery, the COE culture, and our commitment to fostering student success. In three years, I would like our students to become more engaged in their college experience in measureable and significant ways.

I would like to base my priorities for action on those stipulated in the National Survey for Student Engagement:

1. Supportive College Environment
2. Enriching Educational Experience
3. Active & Collaborative Learning through Student-Faculty Interaction

These competencies lay the critical foundation for a distinctive student life and learning experience and should be embedded in our daily student interactions so that we continuously strive to encourage students to discover, explore, connect and then apply their learning.

Supportive college environment

Provide quality programs, services, opportunities and facilities that enhance students' academic and developmental opportunities. Currently, the main support services of the office are academic advising, student teaching placement, and teacher certification.

- a. Establish a relationship with offices and centers across campus for additional services that can be provided in a satellite format including financial aid, career resources, counseling and student healthcare. By working with these offices and centers, we can establish an office where individuals from these areas will work weekly in our office to provide student support.
- b. Connect with the Department of Student Activities and Involvement Office and provide events, activities, and opportunities that, in addition, to College and community events, can be displayed on the College of Education television and computer screens. Several colleges, when the computers are in sleep mode, display activities that are taking place in their college. Because students in the COE are separated by Southwest 13th Street, they are often unaware of the activities and programs on campus including speakers, events, and programs. In addition, it can be a way to advertise events like COE speakers, dissertation defenses, International Education Day, and programs offered by the schools and COE for students.
- c. Develop new ways to reach on-line students and students who come to campus afterhours. There are many models that have been developed to address students that fall in these categories including chat rooms and staff that rotate their hours to meet the needs of students after 5:00 PM. Many students, including those student teaching and those in graduate programs have expressed concerns that they have to take off or wait for holidays to handle basic issues that could be addressed in consultation with staff. Students are the main customer services of the COE and University of Florida. In this changing environment, Student Affairs will need to adjust to be more supportive of their needs.

Criteria for success: The success of these criteria can be measured by quick surveys taken by students at kiosks in the College of Education including in the office. Monthly assessments of the surveys can be reviewed to determine satisfaction and whether or not the current system is in need of modification.

Timeline: This goal can be achieved within the first year of the program since besides the kiosks, the other services can be provided by establishing agreements with offices and centers on campus by; (a) working with the College's IT office and the Department of Student Activities and Involvement Office; (b) requesting that current staff rotate their hours from 8:00 AM to 5:00 PM to 11:00 AM to 8:00 PM; and, (c) working with the office of E-Learning, Technology, and Creative Services to identify a person that is housed in the Office for Student Affairs that can create chat rooms and private rooms so that on-line students can receive similar services that traditional students obtain.

Enriching educational experience

Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment. Civic engagement, building a responsive community, and academic culture-building are key elements that the Office for Student Affairs adds to the student services component.

- a. Create weekly challenges that can be displayed throughout the COE that encourage students to become engaged in enriching their learning experiences. This would result in COE

discussions about potential educational policies, college and classroom diversity, and recent publications and issues that impact children, teachers and families. These challenges and discussion groups will complement classroom learning and keep students abreast of the always changing local, state, national and international educational environments that they may encounter as education professionals, whether they become early learning and preK-12 teachers, university, college and school leaders, counselors, higher education staff, professors, school psychologists, or enter careers that are considered nontraditional.

- b. Encourage undergraduate and graduate students to learn about how their careers are impacted by the policies that are made nationally, at the state level and locally. This would happen by having national, state and local legislators, individuals familiar with education policies and representatives from the Florida Department of Education speak to students about specific topics important for educators. In addition, taking groups of students to Tallahassee and to local School Board meetings not only to learn how our government works, but also to discuss views on issues that affect children, teachers, and families in Florida. Although I would not expect COE students to travel to Tallahassee to lobby, I think that they should be provided with the opportunity to learn about how decisions are made that affect them daily.

Criteria for success: Success of this goal will be determined by the number of participants in the weekly challenges and in discussion groups, attendance at workshops, and number of students participating in state and local visits to Tallahassee and local school board meetings.

Timeline: This goal can be achieved within the first year of the program since I am very connected with faculty and staff, community and state leaders, state and local educational officials that will visit the College to discuss issues specifically related to the challenges as well as educational and other policies that impact our students. The COE van can also be used to transport students to Tallahassee and local school board meetings.

Active & collaborative learning through student-faculty interaction

Promote students and staff collaborative projects that exposes them to various cultures both national and international, current issues, diversity and perspectives. Student Learning is key and the ProTeach program model has proven to produce Florida's best. Through active and collaborative learning, students will have the ability to interact with faculty by creating learning circles while addressing issues that students face in the preK-12 system. These will be facilitated by the Office for Student Affairs and will include discussions that link faculty and students from all programs across the college and campus.

- a. Provide bi-weekly speakers from within the college and outside of the college and university will provide background information on topics such as Sandy Hook Elementary and School Safety or Trayvon Martin and Racial Profiling. COE students will learn how to facilitate these discussions in our preK-20 classrooms. Issues that occur in the community often affect students and it is pertinent that the COE is providing opportunities for students to become informed and engaged.
- b. Create interdisciplinary student-faculty knowledge circles/journal clubs with themes such as classroom behavior; student assessments and learning; diversity; literacy; technology; second language learners; and early learning.

Criteria for success: The number of participants in the weekly challenges and assessments will determine success of this goal. In addition, feedback provided by participating students and faculty will be important to determine if students are truly learning as they engage in conversations with faculty.

Timeline: This goal can be achieved within the first year of the program since it only requires a place to meet and an interest by undergraduate and graduate students to participate in these discussions.

A Comprehensive Plan

Students Affairs: Teaching & Learning Outside the Classroom

The Office for Student Affairs/Services in the College of Education should be a place where students are provided with academic advising, personal counseling, career development, and financial aid advising, in addition to certification and student teaching placement. In addition, the Office should provide activities and programs that complement the academic nature of the College of Education and challenges students to address many of the issues that face children and educators today. Because this would require additional services, it is important that the Office for Student Affairs works with several offices on campus.

Supportive College Environment

- Provide quality programs, services, opportunities and facilities that enhance students' academic and developmental opportunities.
- Establish a satellite office for financial aid, career resource, counseling and student healthcare services.
- Connect with the Department of Student Activities and Involvement and provide events, activities, and opportunities that, in addition, to College and community events, can be displayed on the COE television/computers.
- Develop new ways to reach on-line students and students who come to campus afterhours.

Enriching Educational Experience

- Create weekly challenges that can be displayed throughout the COE that encourage students to become engaged in enriching their learning experiences.
- Encourage students to learn about how their careers are impacted by the policies that are made nationally, at the state level and locally
- Develop workshops for ProTeach students
- Develop workshops for graduate students
- Create/Facilitate workshops that develop skills needed by our graduate students
- Create opportunities for graduate students to present at meetings and publish papers

Active & Collaborative Learning through Student-Faculty Interaction

- Promote students and faculty collaborative learning that exposes them to various cultures both national and international, current issues, diversity and perspectives.
- Create learning circles while addressing issues that students will face in the preK-12 system.
- Create journal clubs based on various themes: classroom management, student/teacher assessments, second language learners, diversity, postsecondary access and success, etc.
- Provide bi-weekly speakers who will provide background information on topics such as Sandy Hook Elementary and School Safety or Trayvon Martin and Racial Profiling.

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EDUCATION:

- 1997 **Ph.D., Veterinary Medical Sciences, College of Veterinary Medicine**
University of Florida (Gainesville, FL)
Specialization: Veterinary Molecular Biology/Epidemiology
Dissertation: Major Antigenic Protein 2 of *Cowdria ruminantium*: Potential Value for Serological Diagnosis
Committee: Anthony F. Barbet (Chair), Mary B. Brown, Roman R. Ganta, Donald J. Forrester, Kathy M. Kocan, Ramon C. Littell
- 1992 **M.S., Veterinary Science, College of Agriculture**
The Pennsylvania State University (University Park, PA)
Specialization: Veterinary Immunobiochemistry
Thesis: The Effects of Fish Oil Diets on the Arachidonic Acid Production of Murine Kupffer Cells
Advisor: Arian Zarkower
- 1991 **International Fellow**
International Foundation for Education and Self-Help/Tuskegee University (Manzini, Swaziland)
Specialization: Veterinary Medicine, Veterinary Diagnostics, Tick Taxonomy, Tick-Borne Diseases
- 1987 **B.S., Biology, Minors: Chemistry, Mathematics, Physics, French**
Morgan State University (Baltimore, MD)
MARC Research: Effects of Pinealectomy on Hypertension in Wistar-Kyoto Rats
NIH MARC Research: Protein studies on laminin receptors and collagen Type IV.
NIH Research: Isolated and cloned deoxyribonucleic acid fragments of basement membrane proteoglycan.

TRAINING

- 2007 Graduate and Professional School Enrollment Management Corporation (GAPSEMC)
- 2010 Compact for Faculty Diversity

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- 2013 Foundations of Intercultural Communications
- 2013 Certificate of Completion – Professional Grant Development Workshop
(Grant Training Center)

PROFESSIONAL AND RESEARCH EXPERIENCE

- 2001-present **Director, Recruitment, Retention & Multicultural Affairs, University of Florida, Gainesville, FL.**
Responsible for (1) the recruitment and retention of undergraduate and graduate students in the College of Education, with a special emphasis on underrepresented groups of students; (2) the multicultural programs of the College of Education; (3) serving as the principal investigator and administrator of the College Reach-Out Program, a state grant developed to serve economically and academically disadvantaged students in grades 6 through 12 in Alachua County; (4) interpretation of administrative and fiscal rules and policies and for the recommendation of new policies to effectively manage programs; (5) working closely with UF academic departments, colleges, and offices, as well as other state, independent and private colleges and universities, community colleges and Florida school districts, and the Florida Department of Education; (6) grant writing to increase external funding and to raise the profile of RRMA programs' visibility on a statewide and national basis; (7) supervising employees; (8) identifying funding opportunities for COE students; (9) advocating for and advising undergraduate and graduate students and ensuring that established goals and objectives are communicated and attained; (10) providing student support; (11) serving on College and University committees; and (12) developing long-range goals for continuity of programs based on needs and growth patterns.
- 2013-present **Principal Investigator/Director, High-Risk Delinquency and Dependency Child Educational Project, University of Florida, Gainesville, Florida.**
Responsible for: (1) managing and administering the High-Risk Delinquency and Dependency Child Educational Project and the Situational Environmental Circumstances Mentoring Program; (2) administering an over \$600,000 budget for a legislatively created mentoring program; (3) interpreting administrative, legislative, and fiscal rules and policies and for developing new policies to effectively manage the program; (4) working closely with researchers and coordinators from the four Florida historically Black colleges and universities; (5) completing all Institutional Review Board requirements; (6) working with state legislators to

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expand funding for the program; (7) grant writing and fund development in order to increase external funding and to raise the profile of the mentoring programs' visibility on a statewide and national basis; (8) supervising administrative staff and employees; (9) marketing of program; (10) collecting and interpreting data along with a team of researchers from the participating institutions; and (11) developing long-range goals for continuity of programs based on needs and growth patterns.

2001-present

Executive Director, Florida Fund for Minority Teachers, Inc., Gainesville, FL.

Responsible for: (1) managing and administering the Minority Teacher Education Scholarship (MTES) program; (2) administering a multi-million dollar budget for a legislatively created scholarship program; (3) working with a consortium of more than 35 public, private and independent colleges and universities in partnership with the 28 Florida state/community colleges; (4) interpreting administrative, legislative, and fiscal rules and policies and for recommending new policies to effectively manage the Florida Fund for Minority Teachers, Inc. (FFMT); (5) working closely with FFMT's Board of Directors, and representatives from state, independent and private colleges and universities, community and state colleges, Florida school districts, and the Florida Department of Education; (6) working with state legislators to expand funding for FFMT programs; (7) grant writing and fund development in order to increase external funding and to raise the profile of the FFMT programs' visibility on a statewide and national basis; (8) supervising administrative staff and employees; (9) marketing of FFMT; (10) collecting data on previous scholarship recipients to ensure that they meet the obligations of the scholarship; (11) overseeing the administration of an annual recruitment and retention symposium for the scholarship recipients and potential scholars; (12) developing long-range goals for continuity of programs based on needs and growth patterns; and (13) developing strategies for the collection of funds from past scholarship recipients that do not fulfill program obligations.

2001-2009:

Adjunct Faculty, University of Florida, Gainesville, FL.

Examining the mechanism of antigenic variation in the agent of human granulocytic ehrlichiosis (HGE) and *Ehrlichia marginale*. Research includes analyzing DNA sequence at expression sites for molecules related to MSP2 of *Ehrlichia marginale*. These DNA sequences will be derived from different isolates and stages of the HGE agent to identify conserved and variable regions. Techniques employed include PCR, Southern blotting, recombinant DNA manipulation, RNA analysis and other molecular biology methods.

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- 2000-2001:** **Assistant In, University of Florida**, Gainesville, FL.
Examining the mechanism of antigenic variation in the agent of human granulocytic ehrlichiosis (HGE) and *Anaplasma marginale*. Research includes analyzing DNA sequence at expression sites for molecules related to MSP2 of *Anaplasma marginale*. These DNA sequences will be derived from different isolates and stages of the HGE agent to identify conserved and variable regions. Techniques employed will include PCR, Southern blotting, recombinant DNA manipulation, RNA analysis and other standard molecular biology methods.
- 1998-1999:** **Post-Doctoral Associate, University of Florida**, Gainesville, FL.
Examining several methods for delivery of the naked DNA vaccine VR1012/MAP1 of *Ehrlichia (Cowdria) ruminantium* to sheep in efforts to obtain an ideal immunological response. Research has included the development and use of lymphocyte proliferation assays, cytokine assays, reverse transcriptase-polymerase chain reaction assays, and enzyme-linked immunosorbent assays for this study. Research also worked towards the development of diagnostic assays and vaccines for human and canine monocytic ehrlichioses.
- Summer 1997** **College Reach Out Program (CROP) Coordinator, University of Florida**, Gainesville, FL.
Responsible for Summer Residency Program, Budget Management, Budget Development and Grant-writing.
- 1994-1997:** **Graduate Assistant, University of Florida**, Gainesville, FL.
Determining the effectiveness of a major antigenic protein in the development of heartwater (*Ehrlichia/Cowdria ruminantium*, tick-borne disease) diagnostics. Research has included molecular biological and humoral immunological techniques, as well as, field studies (i.e. tick collections from cattle in Guadeloupe, French West Indies).
- 1991-1994:** **Graduate Fellow, University of Florida**, Gainesville, FL.
Determining the effectiveness of a major antigenic protein in the development of heartwater (*Ehrlichia/Cowdria ruminantium*, tick-borne disease) diagnostics. Research has included molecular biological and humoral immunological techniques, as well as field studies (i.e., tick collections from cattle in Guadeloupe, French West Indies).
- 1990-1991:** **International Fellow/Assistant Veterinary Investigations**

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Officer, International Foundation for Education and Self-Help and the Swaziland Government, Veterinary Investigations Laboratory, Manzini, Swaziland.

Responsible for (1) assisting Veterinary Investigations Officer with necropsies and surveying the country for veterinary tick-borne diseases; (2) developing immunodiagnostic tests for the Laboratory and identifying tick species; and (3) grant-writing. Trained at the Veterinary Laboratory and the University of Zimbabwe in Harare, Zimbabwe, Tuskegee University, and the Onderstepoort Veterinary Research Institute in Pretoria, South Africa.

- 1988-1990: **Graduate Assistant, The Pennsylvania State University**, University Park, PA.
Examined the effects of fish oil diets on murine arachidonic acid metabolism.
- Summer 1987: **Visiting Researcher**, Laboratory of Developmental Biology and Anomalies, National Institute of Dental Research, N.I.H., Bethesda, MD.
Protein studies on laminin receptors and collagen Type IV.
- 1985-1987: **MARC Fellow**, Minority Access to Research Careers Program, N.I.H. and Morgan State University, Baltimore, MD.
Researched the effects of pinealectomy on the blood pressure of Wistar-Kyoto rats.
- Summer 1986: **MARC Fellow**, Laboratory of Developmental Biology and Anomalies, National Institute of Dental Research, N.I.H., Bethesda, MD.
Isolated and cloned deoxyribonucleic acid fragments of basement membrane proteoglycan.

TEACHING EXPERIENCE:

- Spring 2001 **Lecturer:** University of Florida- Veterinary Molecular Biology (80 first-year veterinary professional students), Molecular Diagnostics (1 two-hour lecture)
- Spring 2001 **Lecturer:** University of Florida- Veterinary Molecular Pathogenesis (2 veterinary graduate students), 4 two-hour lectures on Molecular Analysis using the Genetics Computer Group, Unix and Bioinformatics.
- Spring 2000 **Lecturer:** University of Florida- Veterinary Molecular Biology (80 first-year veterinary professional students), Molecular Diagnostics (1 two-hour lecture)
- Spring 1999 **Lecturer:** University of Florida- Veterinary Molecular Biology (80 first-year veterinary professional students), 5 two-hour lectures on

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- Spring 1999 **Nucleic Acid and Chromosome Structure, and Replication of DNA, Comparative Gene Structure and Regulation; Making Protein from RNA; Methods of Gene Isolation; and Molecular Diagnostics.**
Lecturer: University of Florida- Veterinary Molecular Pathogenesis (8 veterinary graduate students), 4 two-hour lectures on Molecular Analysis using the Genetics Computer Group, Unix and Bioinformatics.
- Summer 1997 **Science Teacher:** Santa Fe Community College (College Reach Out Program)- Science (60-70 middle school students), 6-week lecture. Lectures on Zoology, Botany, Geology, Astronomy, Chemistry and Physics.
- Spring 1997 **Lecturer:** University of Florida- Veterinary Molecular Biology (80 first-year veterinary professional students), Molecular Diagnostics (1 two-hour lecture)
- Summer 1996 **Science Teacher:** Santa Fe Community College (College Reach Out Program)- Science (60-70 middle school students), 6-week lecture. Lectures on Zoology, Botany, Geology, Astronomy, Chemistry and Physics.
- Summer 1995 **Science Teacher:** Santa Fe Community College (College Reach Out Program)- Science (60-70 middle school students), 6-week lecture. Lectures on Zoology, Botany, Geology, Astronomy, Chemistry and Physics.
- Spring 1994 **Teaching Assistant:** University of Florida- Veterinary Molecular Biology (80 first-year veterinary professional students)

PATENTS:

Nucleic Acid Vaccines against Rickettsial Diseases and Methods of Use. Filed by A.F. Barbet, **M.V. Bowie**, R.R. Ganta, M.J. Burrridge, S.M. Mahan, T.C. McGuire, F.R. Rurangirwa, A.L. Moreland, B.H. Simbi, W.C. Whitmire and A.R. Alleman. April 1999. (UF# - 1788)

Nucleic Acid Vaccines against Rickettsial Diseases and Methods of Use. Filed by A.F. Barbet, **M.V. Bowie**, R.R. Ganta, M.J. Burrridge, S.M. Mahan, T.C. McGuire, F.R. Rurangirwa, A.L. Moreland, B.H. Simbi, W.C. Whitmire and A.R. Alleman. April 1999. (UF# - 10175)

PUBLICATIONS:

PEER REVIEWED

Mahan, S.M., McGuire, T.C., Semu, S.M., **Bowie, M.V.**, Jongejan, F., Rurangirwa, F.R., and A.F. Barbet. Molecular Cloning of a Gene Encoding the Immunogenic 21 kDa Protein of *Cowdria ruminantium*. Microbiology 140: 2135-2142 (1994).

Bowie, M.V., Reddy, G.R., Semu, S.M., Mahan, S.M., and A.F. Barbet. Potential Value of Major Antigenic Protein 2 for Serological Diagnosis of Heartwater and Related

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Ehrlichial Infections. Clinical and Diagnostic Laboratory Immunology, 6(2):209-215 (1999).

Viseshakul, N., Kamper, S., **Bowie, M.V.**, and A.F. Barbet. Sequence and Expression Analysis of a Surface Antigen Gene Family of the Rickettsia *Anaplasma marginale*. Gene, 253:45-53 (2000).

Alleman, A.R., Barbet, A.F., **Bowie, M.V.**, Sorenson, H.L., Wong, S.J., and M. Bélanger. Expression of a Gene Encoding the Major Antigenic Protein 2-Homolog of *Ehrlichia chaffeensis* and Potential Application for Serodiagnosis. Journal of Clinical Microbiology, 38:3705-3709 (2000).

Alleman, A.R., McSherry, L.J., Barbet, A.F., Breitschwerdt, E.B., Sorenson, H.L., **Bowie, M.V.**, and M. Bélanger. Recombinant Major Antigenic Protein 2 of *Ehrlichia canis*: A Potential Diagnostic Tool. Journal of Clinical Microbiology, 39:2494-2499 (2001).

Bowie, M.V., De la Fuente, J., Kocan, K.M., Blouin, E.F., and A.F. Barbet. Conservation of Major Surface Protein 1 Genes of *Anaplasma marginale* During Cyclic Transmission Between Ticks and Cattle. Gene, 282:95-102 (2002).

Bélanger, M., Sorenson, H.L., France, M.K., **Bowie, M.V.**, Barbet, A.F., Breitschwerdt, E.B. and A.R. Alleman. Comparison of Serological Detection Methods for the Diagnosis of *Ehrlichia canis* Infections in Dogs. Journal of Clinical Microbiology 40(9):3506-8 (2002).

Barbet, A.F., Meeus, P.F., Bélanger, M., **Bowie, M.V.**, Yi, J., Lundgren, A.M., Alleman, A.R., Wong, S.J., Chu, F.K., Munderloh, U.G., and S.D. Jauron. Expression of multiple outer membrane protein sequence variants from a single genomic locus of *Anaplasma phagocytophilum*. Infection and Immunity 71(4):1706-18 (2003).

Simbi, B.H., **Bowie, M.V.**, McGuire, T.C., Barbet, A.F. and S.M. Mahan. Evaluation of *E. ruminantium* Genes in DBA/2 Mice as Potential DNA Vaccine Candidates for Control of Heartwater. Annals of New York Academy of Sciences, 1078:424-37 (2006).

PUBLISHED ABSTRACTS

Alleman, A.R., Barbet, A.F., **Bowie, M.V.**, Sorenson, H.L., Wong, S.J., Bélanger, M. 2000. Expression of the gene encoding the major antigenic protein 2 homolog of *Ehrlichia chaffeensis* and potential application for serodiagnosis. Vet. Clin. Pathol. 29:109.

Alleman, A.R., Barbet, A.F., **Bowie, M.V.**, Sorenson, H.L., Wong, S.J., Bélanger, M. 2000. Expression of the gene encoding the major antigenic protein 2 homolog of *Ehrlichia chaffeensis* and potential application for serodiagnosis. Vet. Pathol. 37:526.

Michael V. Bowie

PROFESSIONAL PRESENTATIONS

Bowie, M.V. *TA Workshop on Diversity in the Classroom* (Oral Presentation), Graduate School, September 2013.

Bowie, M. V., Gilbert, U. and Williams, C. *Wakulla County School Board Recruitment and Retention Strategies* (Oral Presentation), Wakulla County School Board, September 2010.

West-Olatunji, C. A., **Bowie, M. V.**, Pringle, R., & Adams, T. L. *Recruiting African American teacher candidates: Lessons from the Florida Fund for Minority Teachers*. (Oral Presentation). 2008 American Association of Blacks in Higher Education Annual Conference, Atlanta, GA. (March 2008).

M. Bélanger, L.J. McSherry, A.F. Barbet, E.B. Breitschwerdt, H.L. Sorenson, **M.V. Bowie**, and A.R. Alleman. *Evaluation of the Recombinant Major Antigenic Protein 2 of Ehrlichia canis for the Serodiagnosis of Canine Monocytic Ehrlichiosis* (Poster Presentation). Sixteenth Meeting of the American Society for Rickettsiology/Bartonella Joint Conference (August 17-22, 2001).

M.V. Bowie, N. Viseshakul, S.M. Kamper, and A.F. Barbet. *Sequence and Expression Analysis of the MSP1b gene Family of the Rickettsia Anaplasma marginale Infection*. (Oral Presentation). Fifteenth Meeting of the American Society for Rickettsiology (April 30-May 3, 2000).

M.V. Bowie, A. Nyika, S.M. Semu, S.M. Mahan, and A.F. Barbet. *Optimization of the MAP1 DNA Vaccine for Sheep*. (Oral Presentation) International Conference on Rickettsia and Rickettsial Disease and American Society for Rickettsiology 14th Sesquannual Meeting (June 13-16, 1999).

M.V. Bowie, G.R. Reddy, S.M. Mahan, and A.F. Barbet. *Analysis of Major Antigenic Protein 2 from Cowdria ruminantium, Ehrlichia chaffeensis, and Ehrlichia canis*. (Poster). Thirteenth Sesqui-Annual Meeting of the American Society for Rickettsiology (September 21-24, 1997).

M.V. Bowie, G.R. Reddy, S.M. Mahan, and A.F. Barbet. *Analysis of Major Antigenic Protein 2 from Cowdria ruminantium, Ehrlichia chaffeensis, and Ehrlichia canis*. (Oral Presentation). 77th Annual Meeting of the Conference of Research Workers in Animal Diseases (November 11-12, 1996).

M.V. Bowie, S.M. Mahan, and A.F. Barbet. *The Effectiveness of a Recombinant 21kD Cowdria ruminantium Protein in a cELISA for Diagnosis of Heartwater*. (Oral Presentation). 75th Annual Meeting of the Conference of Research Workers in Animal Diseases (November 14-15, 1994).

CONFERENCES

Michael V. Bowie

A.R. Alleman, A.F. Barbet, **M.V. Bowie**, H.L. Sorenson, S.J. Wong, and M. Bélanger. *Expression of a Gene Encoding the Major Antigenic Protein 2 Homolog of Ehrlichia chaffeensis and Potential Application for Serodiagnosis*. American College of Veterinary Pathologists.

A.R. Alleman, A.F. Barbet, **M.V. Bowie**, H.L. Sorenson, S.J. Wong, and M. Bélanger. *Use of the Major Antigenic Protein 2 (MAP2) Homologue from Ehrlichia chaffeensis for Serodiagnosis of Human Monocytic Ehrlichiosis Infection*. Fifteenth Meeting of the American Society for Rickettsiology (April 30-May 3, 2000).

M. Bélanger, L.J. McSherry, A.F. Barbet, E.B. Breitschwerdt, H.L. Sorenson, **M.V. Bowie**, and A.R. Alleman. *The Recombinant Major Antigenic Protein 2 of Ehrlichia canis: A Potential Diagnostic Tool*. 101st General Meeting of the American Society for Microbiology (May 20-24, 2001).

A.F. Barbet, P.F.M. Meeus, M. Bélanger, **M.V. Bowie**, A.R. Alleman, S.J. Wong, and F.K. Chu. *A genomic expression site in Anaplasma phagocytophila transcribing diverse mRNAs encoding MSP2(P44)*. International Conference on Rickettsiae and Rickettsial Diseases (September 4-7, 2002).

SPECIAL AND INVITED RESEARCH PRESENTATIONS

M.V. Bowie. *Major Antigenic Protein 2 from Cowdria ruminantium, Ehrlichia chaffeensis, and Ehrlichia canis: Potential Value in Diagnostic Development*. (Oral Presentation). Honors Program Legacy Series 2000-01, Morgan State University (October 10, 2000). The Morgan Foundation: Ready for the World.

M.V. Bowie, G.R. Reddy, S.M. Semu, S.M. Mahan, A.R. Alleman, A.F. Barbet, H.L. Sorenson, S.J. Wong, and M. Bélanger. *Major Antigenic Protein 2 from Cowdria ruminantium, Ehrlichia chaffeensis, and Ehrlichia canis: Potential Value in Diagnostic Development*. (Oral Presentation) Johns Hopkins University (October 9, 2000).

CONTRACTS AND GRANTS:

Funded

Barbet, A.F. (PI), Alleman, A.R. (Co-PI), and Bowie, M.V. (**Co-PI**) (December 1999-November 2001). College of Veterinary Medicine, University of Florida, Incentive Fund Competition, *Control of Emerging Rickettsial Diseases*, Awarded Amount: \$226,549.

Barbet, A.F. (PI) and **Bowie, M.V. (Co-PI)**. (February 1, 2000-January 31, 2003). National Institute of Allergies and Infectious Diseases, National Institutes of Health, Research Supplement for Underrepresented Minorities, *mSP2 Analogs in the Agent of the Human Granulocytic Ehrlichiosis*, Awarded Amount: \$130,000 (direct costs).

Bélanger, M (PI), Barbet, A.F. (Co-PI), Alleman, A.R. (Co-PI), and **Bowie, M.V. (Co-**

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PI). College of Veterinary Medicine Intramural Consolidated Research Development Award Competition, *Molecular Analysis of the Major Antigenic Protein 2 Homolog of the Human Granulocytic Ehrlichiosis Agent*, Awarded Amount: \$7,483.

Nelms, B (PI) and **Bowie, M.V. (Co-PI).** (July 1, 2001-June 30, 2002). Florida Department of Education Grant, *6th Annual Minority Recruitment & Retention Conference*, Awarded Amount: \$25,000.

Nelms, B (PI) and **Bowie, M.V. (Co-PI).** (July 1, 2001-June 2003). Florida State Appropriations, *Minority Teachers Education Scholarship*, Awarded Amount: \$4,334,600.

Bowie, M.V. (PI). (July 1, 2003-June 30, 2014). Florida State Appropriations, *Minority Teachers Education Scholarship*, Awarded Amount: \$21,311,416.

Nelms, B. (PI) and **Bowie, M.V. (Co-PI).** (September 1, 2001-August 31, 2002). Florida Department of Education Grant, *College Reach-Out Program*, Awarded Amount: \$57,840.

Emihovich, C. (PI) and **Bowie, M.V. (Co-PI).** (September 1, 2002-August 31, 2004). Florida Department of Education Grant, *College Reach-Out Program*, Awarded Amount: \$116,718.

Vernetson, T. (PI), and **Bowie, M.V. (Co-PI).** (September 1, 2004-August 31, 2012). Florida Department of Education Grant, *College Reach-Out Program*, Awarded Amount: \$496,792.

Bowie, M.V. (PI) and Vernetson, T (Co-PI). (September 1, 2012-August 31, 2014). Florida Department of Education Grant, *College Reach-Out Program*, Awarded Amount: \$70,272.

Bowie, M.V. (PI). (July 1, 2013 – June 30, 2014). Florida State Appropriations, *High-Risk Delinquency and Dependency Child Educational Project*, Awarded Amount: \$619,000.

Not Funded

Bowie, M.V. (PI), Adams, T.L (Co-PI), and Pringle, R. (Co-PI). (November 2012). National Science Foundation's Innovative Technology Experiences for Students and Teachers (ITEST) Grant, *Project PRISM: Providing Research in STEM for Minorities*, Total Requested: \$1,096,451.

Bowie, M.V. (PI), Adams, T.L (Co-PI), Pringle, R. (Co-PI), and Lowery, R. (Co-PI). (December 2012). National Science Foundation's Discovery Research K-12 (DRK12) Grant, Project SPARC: *STEM Participation through Active Research Challenges*, Total Requested: \$2,379,548.

Michael V. Bowie

UNIVERSITY SERVICE

- Member (2014-present), Anti-Hazing Coalition
- Member (2013-present), Title IX Committee for Intercollegiates
- Member (2012-2013), Anti-Hazing Task Force
- Ex-Officio Member (2009-present), COE Faculty Policy Council Diversity Committee
- Search Committee, Director of Institute of Black Culture/Assistant Director, Multicultural Affairs (2011), University of Florida
- Advisor (2011-present), Minority Pre-Veterinary Students
- Search Committee member (2011), Director of the Institute of Black Culture, University of Florida
- Member (2010-2013), Board of Managers, J. W. Reitz Union
- Search Committee, Director, Office of Academic Support (2010), University of Florida
- Member (2009-2010), Persons With Disabilities Committee
- Advisor (2007-present), Gator Chapter NAACP
- President (2003-2004), Vice President (2002-2003), Treasurer (2001-2002), Secretary (2000-2001), Association of Black Faculty & Staff
- Member (2001-2005), Student Conduct Committee
- Member (2001-present), Student Activities Appeals Committee
- Advisor (2001-present), ESQUIRE, Minority Pre-Law Society
- Search and Screen Committee member (1999), Assistant Scientist, Department of Pathobiology
- Steering Committee member (1998-present), The Annual Dr. Gordon Mattison Health Fair
- University of Florida College of Veterinary Medicine Ad Hoc Committee Member, 14th Symposium in Veterinary Education (1996)
- Member (1999-2000), University of Florida Greek Task Force
- Advisor (1996-2003), University of Florida National Pan-Hellenic Council
- Advisor (1991-2001, 2002-present), Omega Psi Phi Fraternity, Omicron Zeta Chapter
- Search Committee member (1995), Director of the Institute of Black Culture, University of Florida
- University of Florida Black History Month Overall Director (1994-1995)
- Advisor (1988-90), Penn State University National Pan-Hellenic Council, Inc.

COMMUNITY SERVICE

- Chairman of the Board (2011-present), Secretary-Treasurer (2007-2010), Board Member (2005-2006); Partnership for Strong Families, Inc.
- National Collegiate Council Chair (2014-present), National Pan-Hellenic Council, Inc.
- President and Founder (2000-2006; 2011-present), Black AIDS Services and Education, Inc. (BASE)

Michael V. Bowie

- Basileus (1995-1998, 2002, 2012-present), Vice Basileus (1993-1995, 2006-2007, 2009-2012), Keeper of Records & Seal (1992), Keeper of Finance (2004-2006), Omega Psi Phi Fraternity, Inc., Beta Pi Chapter
- Undergraduate Relations Director (1994-1998, 2006-2010, 2012-present), State of Florida, Omega Psi Phi Fraternity, Inc.
- District Chair (2009-present), Undergraduate Advisors/Relations, Seventh District, Omega Psi Phi Fraternity, Inc.
- International Chair (2011-present), Chapter Advisors Committee, Omega Psi Phi Fraternity, Inc.
- Education Chair (2011-present), President (2001-2010), Vice President (1997-2001), Treasurer (1995-1996), Secretary (1993-1994), Alachua County Branch of the N.A.A.C.P.
- Member (2013-present), Sigma Pi Phi Fraternity, Alpha Zeta Boule
- National President, National Pan-Hellenic Council, Inc. (2003-2007)
- Advisory Board Member (1996-2006), One Church, One Child of Florida, Incorporated
- State Keeper of Records & Seal, Omega Psi Phi Fraternity, Inc. (2002-2006)
- National Treasurer, National Pan-Hellenic Council, Inc. (2001-2003)
- President (1999-2000), Vice President (1998), Treasurer (1997), Gainesville Council of National Pan-Hellenic Council (NPHC)
- Chair (2001-2002), Programming Committee (Founders Day Church Program, NPHC Health Fair, NPHC Benefit Banquet, NPHC Greek Summit, NPHC Educational Summit)
- Editor (2001-2003), *NPHC News: In Black & White*, Gainesville Council of NPHC
- Editor (1997-2001), *Que Quarterly*, Omega Psi Phi Fraternity, Inc., Beta Pi Chapter
- Regional Representative, State of Florida, Omega Psi Phi Fraternity, Inc. (2001-2002)

PROFESSIONAL MEMBERSHIPS

- National Association of Graduate Admissions Professionals
- American Association of Blacks in Higher Education
- Association for Supervision and Curriculum Development
- NASPA – Student Affairs Administrators in Higher Education
- Association of Fraternity Advisors
- American Veterinary Medical Association
- American Society for Rickettsiology
- Society for Tropical Veterinary Medicine
- Conference for Research Workers on Animal Diseases
- The Helminthological Society of Washington

Michael V. Bowie

HONORS AND AWARDS

University of Florida

- Honored by Student Activities & Involvement with Dr. Michael V. Bowie Leadership Award, 2007
- Honored by Omega Psi Phi Fraternity, Inc. with The Michael V. Bowie Scholarship, 2000
- Outstanding Student Award (1995)
- University of Florida Hall of Fame (Inducted 1995)
- Who's Who Among Universities & Colleges, 1995
- Florida Blue Key Leadership Honorary (Inducted 1994)
- Minority Graduate Award (UF-1992, 1994)
- Minority Graduate Fellowship 1991-1994

Penn State University

- Skull and Bones Senior Honorary Society, Penn State University
- Graduate Fellowship 1987-1988, Penn State University

Morgan State University

- Alpha Kappa Mu Honor Society, 1986
- Beta Kappa Chi Scientific Honor Society, 1985
- Phi Eta Sigma Honor Society, 1984
- Alpha Lambda Delta Honor Society, 1984
- Promethean Kappa Tau Honor Society, 1984

External

- Wall of Fame, National Pan-Hellenic Council, Inc. (75th Anniversary), 2007