Darrell P. Wheeler, PhD, MPH, MSW

November 22, 2021

Attn: Amanda O’Donnell and Dana John Cohick, RPA Inc.

CONFIDENTIAL RE: State University of New York at New Paltz

Honorable Members of the Search Committee,

It is with optimistic and humble enthusiasm that I submit my vitae and this letter of introduction for consideration in the State University of New York at New Paltz search for its next President. The Presidential Profile clearly identifies a strong desire for candidates with a commitment to student success and diversity; public higher education; equity and inclusion; strategic and entrepreneurial vision; critical analytic and academic management and leadership skills; and a commitment to the mission of the University as a vital community partner. Here, I will highlight key elements of my preparedness to take on these important roles for collaborative and transformational leadership and institutional stewardship during times of significant academic-industry and global changes. I hope that after reviewing these materials you will continue to manifest interest in my candidacy.

Reflecting on the key opportunities and challenges presented in the search profile, it became abundantly apparent that SUNY New Paltz is at an important growth and inflection point in its trajectory. Given its growth as a Comprehensive University, its geographic distinctiveness and its role within the SUNY system, SUNY New Paltz is poised to leverage profound opportunities even in this period of rapid change. In order to do this however, as many higher educational institutions, the University must first address a number of organizational, environmental and strategic challenges, threats and opportunities to achieving the goals of enhancing academic success for students, the local community, and building on its promise to preserve and advance human rights and equality. Institutional promise, prominence and reputation were themes I noted throughout my readings of the Presidential Profile. These build upon the core values of affordable quality public education, respect, integrity and excellence. Combined, these set the context for SUNY New Paltz’s strategic agility and path forward.

It goes without much argument that the current academic environment has been impacted by the same social, economic, environmental and health threats as other industry sectors. The Academic-Industry has historically held a unique position for producing educational pathways for success. Over recent decades the value of higher education has come under significant scrutiny by students, their families, community partners and funders. In this era of COVID-19, there has been an acceleration of these issues, as fiscal realities have required greater emphasis on accountability and clearer articulation of value and return on investments, as well as metrics of student persistence and success. Stated in a slightly different way, higher education can no longer rest on its singular authority to convey credentials, but must be prepared to demonstrate to diverse audiences its impact on and value for students, and their preparedness to take on life,
community and societal problems with purpose and requisite skills. The next President must be capable of identifying these reputational differentiators and leveraging them to promote: the academic and training opportunities at the University; the prominence and impact of its institutional members (students, faculty and staff); its community relevance; and its purpose and place as a strong and solid institution.

The University’s historic mission builds from its philosophical commitment to the transformative power of education and its impact on learners and community. In these times of significant social, political, environmental, economic and health perils, these threats are real and pervasive. The need for strong academic and career programming to prepare students for such times is clearly evident. In my years of higher education experience, as a faculty member and administrator, my primary aims have always anchored to the ability to make education accessible to diverse groups and to do so with the greatest rigor, integrity and focus on community engagement, outcomes and value. There are five consistent or signatory elements to my approach to academic leadership:

- Data-informed and solution driven, business modelling & strategic planning that leads to solid fiscal management and stewardship for student engagement, persistence and success.
- Promoting inter & transdisciplinary engagement and development across academic units, highlighting the contributions of faculty, staff and students.
- Hiring, promoting and evaluating faculty and staff to mission while maintaining a commitment to organizational outcomes and positive return on investment.
- Developing and supporting academic programming and administrative structures to optimize institutional prominence and outcomes.
- Modeling visionary leadership and being present in authentic relationships with team members, thus enabling growth and development for individuals and the institution.

Notable leadership accomplishments include:

- Promoting and launching innovative academic programs and continuing education programs in healthy aging, child welfare, public health social work practice, nursing, health sciences, entrepreneurship and criminal justice
- Increasing faculty extramural funding submissions and successful attainment by 15%.
- Advancing cross-disciplinary collaboration and scholarship.
- Securing additional staffing to support academic services and student success outcomes.
- Implementation and oversight of the University’s strategic initiatives and leading the new strategic planning efforts, especially in the area of health sciences.
- Re-structuring admissions processes to include greater faculty inclusion and adoption of an admissions rubric to evaluate processes and outcomes.
- Oversight of annual budgets ranging from $16 to $160 million per year.
- Managing unit redesigns that resulted in 13% improvement in the school’s profit-and-loss statement.
- Leadership in diverse academic settings, including public, private, research and teaching-intensives.

Central to the success of the next leader, will be the incumbent’s ability to enhance its reputation and confidence with community, business and civic organizational partners in the regions of its
DP Wheeler

campus. The outcomes of these efforts will be especially important for current faculty, staff and students, alumni, local leaders and governmental officials. Success in this area will be defined and measured on many fronts, and the President must be prepared to engage accordingly and with conviction and impact.

The ability to engage in difficult conversations and explorations is a skill I have worked hard to refine in my own leadership repertoire. As an example, I highlight my experiences at Hunter College as these as particularly relevant to underscoring my familiarity doing this work in a complex, urban public higher educational system. As the inaugural Associate Dean for Research & Community Partnerships at the Silberman School of Social Work at Hunter College CUNY, one of my first challenges was creating and reinforcing the value of partnering with the School of Social Work in new collaborations. I needed to make this argument of relevancy to external partners and within the Hunter and CUNY systems. Creating and sustaining relationships that result in desired outcomes, mutual respect and true engagement do not occur magically or without persistence and sweat equity. I was am very proud of the successes I had while at Hunter College and in subsequent positions, and would welcome the opportunity to work with campus leadership to leverage and elevate the prominence and position of SUNY New Paltz.

Accomplishments of this nature require significant collaboration and shared team effort. My administrative leadership style and practices have enabled me to gain the support and respect of faculty, staff, students and their families, and community partners. Through inclusive, transparent and at times direct and difficult leadership efforts, I have developed a capacity to lead by example, with consistency and to support the development of those working with me to advance our institutional goals. This was particularly important during my service at SUNY Albany. One instance stands out for me. This related to a student accusation of racial bias on an Albany bus. The matter quickly received media attention. In my role as Vice Provost for Public Engagement I and two other senior colleagues were tasked to guide the institution through a trauma informed response. This resulted in a number of immediate and more systemic actions to assist SUNY Albany and build a path forward. My role included developing the response, training and guiding implementation and working with students, faculty, and staff to foster more inclusive and culturally anchored approaches.

While I would need to learn a great deal more about the SUNY New Paltz’s history in and its regional roles and impact, over the years I have participated in and lead a number of successful institutional efforts, in diverse settings, to increase engagement with internal and external audiences. These include male mentoring and collegiate success, community evaluation programs, and promoting community well-being and safety in urban and non-urban locales. A majority of these emerged through my research and work in the areas of health disparities, HIV/AIDS prevention and intervention, mental health, substance use and prevention, and child welfare. While not an exhaustive list of potential areas of engagement for SUNY New Paltz, such experiences provided me with strong reference points and a sense of key issues facing students, their families and communities likely to be encountered. Equally, and possibly more relevant is that as an academic leader, I have significant experience in designing, implementing, evaluating and leading institutional efforts to support student success in good times and in the face of difficult moments, including students dealing with income, housing and food insecurities, violence and social injustices in New York State.
As an academic leader, creating a student-centered environment that promotes engagement, persistence and success is my daily focus and mantra. If, as an academic leader I cannot demonstrate this in my actions, then my ability to lead others to these goals is diminished. While simple acts, I share with the committee two examples of how I attempt to do this with my teams. I keep a copy of the Iona College Mission Statement inside the cover of my notebook/journal and each day I reflect on how I have either served or lacked to support that mission. I regularly show the notebook and attached mission statement to colleagues and students. I ask them to give me feedback on how I am doing and to reflect on how they are (not) doing in these efforts as well.

A second example, is that (weather permitting), I take daily walks in the local community to be present and experience first-hand how community members move in our footprint space. This engagement, transparency and consistency in modeling mission-focused behavior, I have found, supports a sense of clarity and confidence in my authenticity and can support a path to building relationships and trust with students, faculty, staff, and community stakeholders.

The student experience, particularly students faced with competing life challenges, has to address basic human needs as well as academic success. In my current role, I along with my Academic Affairs team, have worked diligently to create programs that anchor to and emphasize student success not just student deficits. We have worked to build family-oriented programming - based on the way students define family and support networks - to assist all students and especially our first-generation and non-White students and families to understand the academic process and key metrics for persistence and credential attainment. With more than forty-percent of Iona College students being PELL eligible and first generation, and thirty-three percent non-White, I am regularly engaged with students and families facing choices between tuition and housing and food and other social and economic life needs. The importance of creating programming that identifies these needs and works to link students to resources has increasingly become part of the academic success model. The next President of SUNY New Paltz will have a responsibility to support and lead programming efforts that are holistic and designed to promote student success both in and out of the classroom. Designing and evaluating these types of programs is a significant part of my current portfolio and one I would definitely continue to advance if given the opportunity at SUNY New Paltz.

The reality is that today’s higher education leaders have of necessity, either developed skills in fiscal and business management and competing for resources or they quickly become relics and casualties of the environment. Successful leaders must develop approaches that account for sound fiscal stewardship and return on investments for diverse stakeholders. Successful leaders in the academic setting realize that reliance on the old ways of doing business are insufficient if not detrimental. Developing the capacity and temperament to weigh risks and benefits and differentiate between costs and investments are part of my daily work.

This past twenty months has certainly tested my ability related to this skill set. Given my Public Health background and work in HIV/AIDS, I was tasked with designing and leading our college’s response to COVID-19 testing, academic programming and interface with State and Local governmental and health entities. I sincerely appreciated my ‘on the ground’ experiences in HIV community work as these were essential to the current scenario. My goals were to provide solid data-informed interventions and updates, provide a sense of purpose and
possibility, and to reassure the campus community that success was possible as we deployed initiatives to continue moving forward. In review, I believe we achieved these goals thus guiding and sustaining our community forward in the face of great uncertainty.

Successful academic leaders have demonstrated their ability to integrate strong business acumen into higher education productivity even in times of uncertainty and crises. As an academic leader, my capacity to draw from other industries to understand and apply skills such as workflow design, predictive modeling, design thinking, risk tolerance analyses and forecasting have been essential to my growth and survival. My ability to use multiple sources of data in meaningful ways is critical to designing, promoting and eliminating, where needed, academic programs. Examples of these in recent and current positions include:

- Annual Provost Programming Planning and Budget reviews for each academic department that centers on departmental data; identification of curricular offerings and their ability to attract and successfully retain students; and budgetary management and accountability.
- Use of analytics to forecast paths for student success and the need for diverse platforms for program engagement, including virtual/remote and on-line education.
- Leveraging partnerships with other institutions to provide diverse learning opportunities for students including technical programming and work with Community Colleges.
- Building faculty and staff resources to promote on-going and career long development of skills and opportunities for growth.

As a Provost, I have truly come to understand the unique role of this key position and the ways shared governance can contribute to institutional success. As described in the Presidential Profile, if selected to join SUNY New Paltz, I would work very closely with students, faculty, staff and senior leaders across the campus to strengthen and grow working relationships and promote promising programs. Equally important to this role will be the capacity to evaluate and act on redeploying resources when needed and based on performance indicators. The next President must have the capacity for and demonstrated record of using diverse managerial, fiscal management, leadership and interpersonal skills to enhance and secure the institution and its reputation. This includes the ability to message this with internal and external audiences.

Over my career, I have presented to audiences locally, nationally and internationally. My ability to meet with and establish rapport with diverse audiences small and large, has been honed over the years. I have enjoyed working with Development Officers, Marketing and Communications teams, Enrollment Management, Boards and electoral stakeholders to present the institutional narrative, and convey “Why we do, What we do, and What Difference this makes”. Being confident in conveying this message is grounded in one simple fact – I believe in what I am saying and doing. Based on the materials I reviewed for the President’s position, and my knowledge of the University, I would be confident in leading initiatives to message the strength and promise of SUNY New Paltz. I do not take lightly the adage I learned growing up on the South Side of Chicago in the 1960’s & 1970s, ‘your word is your bond’.

As a teacher, academician, leader, and human being, I strive to live this principle in personal and professional matters, and in my work with constituents, students, clients, staff and faculty.
The position of President in this unique institution provides a rare opportunity for the right candidate to bring the strength of vision and collaboration to 21st century education and transformation of scholarly pursuits. I am confident that I have these attributes and that I would bring added value to advancing and sharing the mission of SUNY New Paltz.

I thank you for taking time to review my letter of introduction and vitae and sincerely hope that we will have the opportunity to explore this opportunity further.

With sincere respect,

Darrell P. Wheeler, PhD, MPH, MSW
**Darrell P. Wheeler, Ph.D., M.P.H., ACSW**

**Education**

1992  Ph.D. in Social Work, The University of Pittsburgh, Pittsburgh, PA  
1990  M.P.H. in Health Administration, The University of Pittsburgh, Pittsburgh, PA  
1988  M.S.W. in Health/Mental Health, Howard University, Washington, DC  
1981  B.A. in Sociology, Cornell College, Mt. Vernon, IA

Other Educational Credentials:

2021  Post Baccalaureate Certificate, Healthcare Informatics, Drexel University, Philadelphia, PA

**Present Employment**

2018-Present  Provost and Senior Vice President for Academic Affairs, Iona College

The Provost and Senior Vice President for Academic Affairs serves as the Chief Academic Officer of the College with responsibility for academic and shared administrative leadership. This position reports directly to the President and is the primary representative for the President in his absence. The Provost provides leadership in strategic planning, development, implementation, and assessing all academic and academic support programs; has primary responsibility for the academic and academic support portions of the College budget; provides overall leadership for continued growth of academic programs, and supervises senior staff and many service areas that are responsible for achieving the College’s major strategic goals identified by the President, Board of Legal Trustees, and the College Community. Responsible for annual academic budget in excess $60 Million, 170+ FTE faculty and 200+ FTE Staff.

Notable Accomplishments –

- Oversight and design of key strategic framework and Board of Trustee’s approval of the 2019 collegiate Strategic Plan.
- Design and implementation of Provost Program, Planning & Budget annual Departmental reviews to improve academic innovation and rigor, student and community engagement, and fiscal accountability.
- Opening of Bachelors in Nursing.
- Design and oversight of the COVID-19 mitigation and testing protocols.
- Oversight and movement of Undergraduate Plan review and recommendation approvals through the Board of Trustees.
- Oversight of implementation of key elements of the Graduate Academic plan and reporting to Board of Trustee’s on goal attainment including startup of the Occupational Therapy program (graduate); accreditation of the Speech Communication and Disorder’s Program.
• Filling key administrative posts including Dean of the School of Arts & Sciences.
• Reorganization of the Office of Grants and Sponsored Programs and the Institutional Review process. Reorganization and staffing changes has resulted in extramural funding in 2018 from $800,000 to $4,000,000 in 2021.
• Initiation of a revised annual program review to include departmental engagement for programming, planning a budget.
• Oversight and implementation of new strategic student enrollment of under-represented and perceived at risk undergraduate students. Resulted in 71 new enrollments with potential revenue yield in excess of $1 Million.
• Oversight for the strategic development of the new School of Health Sciences. This school is a collaborative initiative and supported by a $20 Million gift from New York Presbyterian Hospital.

PREVIOUS EMPLOYMENT

Administrative Positions

2015- 2018  Dean and Professor, University at Albany (SUNY)
Primary academic oversight for the School of Social Welfare. The School enrolls students across the academic continuum, offering, baccalaureate (BSW), master’s (MSW) and doctoral (PhD) degrees. Chief Academic Officer for the School of Social Welfare duties include budgetary development, management and oversight; strategic initiative development; faculty promotion, tenure and annual review; donor and gift cultivation; oversight of enrollment and retention and student services; and compliance with state and Accrediting (CSWE) requirements. The dean serves on the Council of Dean’s and represents the schools in all matters related to the schools mission development and implementation and alignment with university mission, values and strategic planning.

Vice Provost for Public Engagement, University at Albany (SUNY)
Primary oversight for effective public engagement across academic units. This includes, planning, budgeting, executing and measuring effective public engagement. In collaboration with the Campus Committee on University Engagement key responsibilities are to work with university faculty, staff, students, alumni and other constituents to develop and implement innovative strategies to engage, inform and empower public engagement.

2016 – 2017  Interim Provost & Senior Vice President for Academic Affairs University at Albany (SUNY)
As Provost and Chief Academic Officer, my duties included ensuring excellence across the full range of the academic mission, including: working with deans and faculty in the university's nine schools and colleges and guiding both the undergraduate and the graduate areas of study. It also included oversight of the areas that support the academic mission, such as admissions and enrollment, academic advisement and support services, the registrar, the libraries, faculty
development, international education, institutional research, program effectiveness and others that contribute to the success of our students and faculty.

The University at Albany is a comprehensive research degree granting (BA/BS, Masters and PhD) academic public education institution comprised of 9-academic Colleges/Schools, with a student enrollment of 17,000+. I was responsible for an annual budget in excess of $157Million and more than 600+ FTE faculty and 500+FTE Staff.

Notable Accomplishments –

- Co-chair of the strategic planning committee. Co-lead the administrative teams’ engagement with faculty, staff and students and leading the development of the public presentations on the emerging strategic framework.
- Responsible for evaluating and initiating new mechanisms incorporating teaching and productivity metrics into the annual College planning, enrollment and budgeting processes.
- Guided evaluation and implementation of the review and establishment of a new platform for tenure and promotion reviews.

2011-2015 Dean and Professor, Loyola University Chicago

Primary academic oversight for the School of Social Work, one of 10 primary academic units with in Loyola University Chicago. The School enrolls students across the academic continuum, offering, baccalaureate (BSW), master’s (MSW) and doctoral (PhD) degrees. Comprised to two primary locations – the Lake Shore Campus enrolling more than 700 students; and the Loyola University Chicago School of Social Work program and Carthage College in Kenosha, Wisconsin with 120 students. As the Chief Academic Officer for the 100 year old program, duties included budgetary development, management and oversight; strategic initiative development; faculty promotion, tenure and annual review; donor and gift cultivation; oversight of enrollment and retention and student services; and compliance with state and Accrediting (CSWE) requirements. The dean services on the Council of Dean’s and represents the schools in all matters related to the schools mission development and implementation and alignment with university mission, values and strategic planning.

Notable Accomplishments

- Promoting innovative academic programs and continuing education programs in healthy aging, child welfare, public health social work practice and criminal justice and social work practice.
- Increase faculty research grant submission and successful attainment by 15%
- Securing additional staffing to support academic services and student outcomes.
- Implementation and over sight of the University’s strategic initiatives and leading the new strategic planning for the next 5-year plan within in the school.
- Restricting the admissions process for the School to include greater faculty inclusion and adoption of an admissions rubric to evaluate processes and outcomes.

(Updated October 2021)
• Oversight of the annual budget (approximately $16 million per year) and a 13% increase in the School’s profit-and-loss statement

2006-2011 Associate Dean for Research and Community Partnerships, Hunter College School – Assigned to the role as the inaugural Associate Dean for Research and Community Partnership within the school. Primary responsibility for developing and advancing faculty scholarship and community engaged evaluation, practice and programming. In my five years as the inaugural Associate Dean for Research & Community Partnerships we had a 45% increase in faculty grant submissions and an annual increase in funding within the School; forged innovative and lasting community scholarship projects; promoted access to advanced education opportunities for underserved groups (especially Latino and African American male students); participated in Dean’s senior leadership team to promote unit growth in scholarship, grants attainment and strategic initiatives associated with social work scholarship and community engagement.

Other ACADEMIC and Professional EXPERIENCES

2017 Harvard University Graduate School of Education, Institute for Educational Management
2017 State University of New York Executive Leadership Academy
2011-2015 Professor, Loyola University Chicago, School of Social Work
2011 Professor, Social Work, Hunter College School of Social Work
2005-2011 Associate Professor (with tenure), Social Work, Hunter College School of Social Work
1997-1999 Visiting Assistant Professor, University of California - San Francisco, CA (Summer Visiting Scholars Program)
1995-2001 Assistant Professor, Social Work, Columbia University, New York, NY
1992-1995 Assistant Professor, Social Work, University of North Carolina-Greensboro

OTHER NON-TEACHING EMPLOYMENT EXPERIENCE

1998-2000 Research Scientist IV, New York State Dept. of Health, AIDS Institute
1993-1995 Psychotherapist, Private Independent Practice
1993-1995 Clinical Social Worker, Charter Hospital of Greensboro, NC
1991-1992 Senior Research Associate, Western Psychiatric Institute & Clinics
1989-1990 HIV Prevention Specialist, Pittsburgh AIDS Task Force
1987-1988 Project Director, Southeast Vicariate Cluster, Inc.
1986-1987 Case Manager, Arlington Community Residences
1983-1984 Mental Health Technician, Ridgeway Hospital

(Updated October 2021)

PUBLICATIONS—Articles in Peer-Reviewed Journal


Darrell P Wheeler/Curriculum Vitae


PUBLICATIONS — Book Chapters


(Updated October 2021)
Darrell P Wheeler/Curriculum Vitae


PUBLICATIONS—Book Reviews


PUBLICATIONS—Newsletters, Monographs, and Proceedings


PROFESSIONAL ACTIVITIES—Editorial and Review Work

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2012-2015  Editorial Board, Health and Social Work

2010  Oxford University Press review of the draft of Translational and Implementation of Evidence Based Practice in Social Work: A Strategy for Research

2003-2005  Chair of the Health Section—National Association of Social Workers


1999-Present  Editorial Board, International Journal of Men’s Health

1999-Present  Editorial Board, Journal for Behavior and Social Issues

1999-Present  Editorial Board, Journal of HIV/AIDS and Social Services


1997 to Present  Editorial Board, Journal of Gay and Lesbian Social Services

PROFESSIONAL ACTIVITIES—Grant Submissions and Awards

Awarded 2017-2020  Principal Investigator and Co-Director New York State, Department of Health Project: Client-Centered Care Coordination & PrEP for Black MSM
The major goal of this project is to assist the state in adapting C-4 as behavioral support to increase HIV pre-exposure prophylaxis utilization, moving the intervention from a research platform to practice based initiatives. (Annual award, $250,000; 2- year funding 2017-2019).

Awarded 2016  Project Director/Principal Investigator of the National Institute on Minority Health and Health Disparities (NIMHD) $10 million, S21 endowment grant for research training and capacity building in health disparities awarded to the University at Albany.

Awarded 2012/2017  HPTN 073: Pre Exposure Prophylaxes and Client-Centered Care Coordination with Black MSM, National Institutes of Health, Chair (20% faculty effort funded).

Awarded 2015/18  InterFaith Medical Center, Brooklyn, New York, Evaluation Consultant, SAMHSA HIV Behavioral Integration Program

Awarded 2010  Improving Community Health Outcomes, Funded by the Clinical Translational Science Center. Amount Awarded: $50,000.

Awarded 2010/15  Evaluating Locally Developed Homegrown HIV Prevention Interventions, Funded by Center for Disease Control and Prevention. Amount Awarded: $2,000,000. Grant number # 1U01PS001574.

Awarded 2010/2014  Wycoff Medical Center, Brooklyn New York, SAMHSA HIV Prevention and Substance Use project Evaluator.


Awarded 2008  HPTN 061: Feasibility of a community-level, multi-component intervention for Black MSM in preparation for a Phase IIB community-level randomized trial to test the efficacy of the intervention in reducing HIV incidence among Black MSM, National Institutes of Health, Co-Chair. (20% faculty effort funded).

Awarded 2008  Partnership to Strengthen the Institutional Capacity of Nigeria’s Social Work Institutions to Ensure Comprehensive Social Services to Orphans and Vulnerable Children (OVC) in Nigeria, American International Health Alliance. Amount Awarded: $250,000.


Submitted 2007  National HIV Behavioral Surveillance Project. Submitted to The Medical and Health Research Association of New York City, Inc. Amount requested, $1,025.00 for 3-year study period. Not Funded.


Awarded 2001-2005  Cooperative agreement with the New York City Department of Health and Mental Hygiene and the Centers for Disease Control and Prevention Epidemiological study of Black and African American men who have sex with men entitled, Co-Principal Investigator, Brothers y Hermanos. Amounts Awarded $250,000.00 1st Year; $500,000.00/year 2nd – 4th Years.


Awarded 1997  Columbia University School of Social Work, Research and Training Initiative, Co-Principal Investigator, Multicultural Training Project. Awarded $5,000.00.


Awarded 1996  Columbia University School of Social Work, Research and Training Initiative, Co-Principal Investigator, Multicultural Training Project. Awarded $5,000.00.

1996  Consultant to, the University of Pittsburgh’s, PA AIDS Prevention Project, Commonwealth of Pennsylvania Contract # ME #95236.


Awarded 1995  National Cancer Institute Minority Investigator Supplement, Economically Disadvantaged Youth and Cancer Prevention (3-year award) 3 R01 CA64893-01A1S1, Principal Investigator Steven P. Schinke. $150,000.00.


Awarded 1992  University of North Carolina-Greensboro, New Faculty Grant Award. $7,500.00.

PROFESSIONAL ACTIVITIES—Grant and Academic Reviews

National Institute on Minority Health and Health Disparities Special Emphasis Panel – Native American Research Centers for Health (PAR-20-125) – Virtual October, 2020

National Institute on Minority Health and Health Disparities Special Emphasis Panel – Research Centers in Minority Institutions (U54)- Virtual, July 2020.

National Institute on Minority Health and Health Disparities Special Emphasis Panel – Research Centers in Minority Institutions (U54)- Chair, Chevy Chase, Maryland, 7-9, March 2018.


National Institute for Allergy and Infectious Diseases, review panel for RO1 applications entitled, “Mechanisms and Prevention of Sexual Transmission of HIV/SIV (RO1).” Washington, DC. November 2010.
PROFESSIONAL ACTIVITIES—Presentations and Panels


The Forgotten Epidemic “Black Relationships.” Harvard University Center for AIDS Research and National Association for the Advancement of Colored People. Boston, MA. November 20, 2010


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Named to the Advisory Board of National Association of Social Workers, Partners in Program Planning for Adolescent Health, 2002.

Challenges of Outreach to Non-gay Identified Men Who Have Sex with Men of Color. An invited presentation and consultation given on December 5th, at the Transferring Research Into Practice (TRIP), Centers for Disease Control, Division of HIV/AIDS Prevention, Atlanta, GA.

PROFESSIONAL ACTIVITIES—Student Advisement, Chair


PROFESSIONAL ACTIVITIES—Student Advisement, Committee


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PROFESSIONAL MEMBERSHIPS

2021-Present US President Advisory Council on HIV/AIDS
2016-2018 US President Advisory Council on HIV/AIDS, Vice-Chair
2014 - 2017 President, National Association of Social Workers (NASW)
2013 - 2014 President Elect, National Association of Social Workers (NASW).
2013 - 2015 Member, Office of AIDS Research Council (OARC).
2004 Charter member, New York Association of Minority HIV Care Providers, Inc.
2003 - 2005 Appointed Chair of the NASW Health Specialty Practice Section.
2003 - 2006 Elected to the Board of Directors, NASW-NYC.
2003 - 2005 Elected Representative, NASW Delegate Assembly—NYC.
1996 - Present Member, Society for Social Work and Research (SSWR).
1993 - Present Academy of Certified Social Workers (ACSW).
1991 - Present Member, American Public Health Association
1990 - Present Member, Council on Social Work Education (CSWE).
1990 Licensed Social Worker (LSW) – Pennsylvania.

PROFESSIONAL RECOGNITION—Honors and Awards

2017 Flame Thrower Awardee The Red Door Foundation.
2016 Named among 30 most influential Social Workers alive today.
2012  School of Social Work’s 2012 Distinguished Alumni Award for Outstanding Contributions in Social Work Education- University of Pittsburgh
2012  Founders Award, Us Helping Us, People Into Living, Inc.
2012  Lifetime Achievement Award for Distinguished Scholarly Contribution and Leadership - Black Gay Research Group
2012  Life Changers Award from the LAI Foundation, Inc.
2011  Faculty Fellow, Roosevelt House: Public Policy Institute and Hunter College
2010  NASW Social Work Pioneer, National Association of Social Workers
2010  Participant, Reintegration Bill Discussion, House Committee on Veterans Affairs
2010  Certificate of Recognition: Salute the Scholars, City University of New York.
2009  Fellow, Center for Study of Gene Structure and Function
2009  Fellow of the New York Academy of Medicine
2003  Primary Health Care Policy Fellow, U.S. Department of Health and Human Services
2001-2002  Henry and Lucy Moses Fellow, Hunter College School of Social Work
1995  Martin Luther King, Jr. Service Award, University of North Carolina—Greensboro
1994  Presenter at the 7th National Symposium on Doctoral Research and Social Work
1991-1996  Member, Maternal and Child Health Training Grant Advisory Committee, Graduate School of Public Health, University of Pittsburgh
1990  Inducted into the Omicron Chapter of the Delta Omega Honor Society (honorary society for graduate studies in public health)
1990  U.S. Public Health Service Citation Medal
1987-1988  President, Howard University School of Social Work Student Government Board
1987-1988  Outstanding Young Men of America

PROFESSIONAL RECOGNITION—Media Coverage

2020  OAR, NIH Participation in AIDS 2020: Virtual
https://oar.nih.gov/about/directors-corner/oar-nih-participation-aids-2020-virtual

2016  Darrell P. Wheeler, Infectious Disease Advisor: Darrell P. Wheeler, PhD, MPH Discusses PrEP with Michael Tapper, MD
https://www.youtube.com/watch?v=GJIZYREQ6iU
2015
https://www.youtube.com/watch?v=Yqxq6Jck0zw

2011
“HIV Research with African American MSM and MSMW” presented at the 2011 Health, Hope and Healing (H3): A National Conference on HIV among Black MSM and MSMW in Oakland, California.
Part 1, http://www.youtube.com/watch?v=k0OPw9Kxph0
Part 2, http://www.youtube.com/watch?v=LUg7tG0eGA
Part 3, http://www.youtube.com/watch?v=6rzIwqeAcTE
Part 4, http://www.youtube.com/watch?v=sXzu7Qyeg

2009
Featured Interview for selected African American social workers, Social Workers: Help Starts Here, an online project supported by the National Association of Social Workers. http://www.helpstartshere.org/about-social-workers/darrell-wheeler.html

2008
Contributor, 4researchers, an online project supported by the National Institutes of Health. http://www.4researchers.org/contributors/2244

SERVICE – On Behalf of University at Albany (SUNY)
2016
Co-Chair University at Albany (SUNY) Strategic Planning Task Force

SERVICE – On Behalf of Loyola University Chicago
2013
Chair, Diversity Task Force
2012
Chair, Graduate Students Coordinating Board

SERVICE—On Behalf of Hunter College and CUNY
2009 - 2011
Chair, Hunter College Internal Review Board
2006 - 2009
Co-chair, Hunter College Institutional Review Board
2007 - 2008
Member of the College Middle-States Reaccreditation, Institutional Goals, Resources and Assessment workgroup
2009 - 2010
Member of CUNY-wide Black Male Initiative
2005 - 2011
Member of the CUNY School of Public Health Steering Committee
2005 - 2007
Member of the Library Task Force; Chair of the Programs and Services Workgroup
2005
Member of the Search Committee for the Dean of the School of Social Work
2003-2006
Co-chair, Hunter College Institutional Review Board
2005-2007
Co-chair Student Awards Committee

(Updated October 2021)
Darrell P Wheeler/Curriculum Vitae

2005  Member of the Search Committee for the Associate Provost
2003-2006  HCSSW Educational Review Committee

SERVICE—Professional and Community

2020  National Association of Social Work Assurance Services, Inc – Board of Directors, Member at Large
2020  University of Pittsburgh Alumni Association – Board, Member at Large
2012-2014  Board of Directors, Edge Alliance
2009-2012  Vice President, Board of Directors, NASW
2008  Elected Delegate, NASW NYC Chapter, Delegate Assembly
2003  Member, Advisory Council of the African American Family Well-Being Project; a community-based initiative to conduct research, disseminate information and advocate for public policies which promote the well-being of African American families.
1999-2007  Board of Directors, Harlem Dowling-West Side Center for Children and Family Services; Chair Programs Committee.