

March 8, 2015

Dear Dr. Murdock and Mr. Doeg,

I write to apply for the position of President of New Mexico Highlands University. My letter of application includes a brief explanation regarding my interest in this particular opportunity, a description of my background in the higher education sector, a bit about my approach to leadership, and some personal details to help you understand who I am as a person.

I am interested in the position of President for many reasons, but one stands out: my understanding of the institution's expressed mission, values, and ideals. They are so very congruent with what I am seeking. Specifically, I seek to serve an institution with an expressed mission to welcome and graduate diverse learners. I want to serve a school with a strong focus on student success. I want to work at an institution focusing on high-quality teaching and doing everything possible to help students graduate and lead lives of deep purpose and meaning. I welcome the opportunity to help engineer world class recruitment and retention program and collaborate to fashion a strong strategic plan. I want to be in a place where the university is universally regarded as a strong cultural, economic, and educational asset; a school people are proud of and promote in every way. The size of the campus is a plus, from my perspective, as is the location. In sum, there is a very high congruence between the existing strengths of the campus and my own interests, experience, and passions. All of those reasons prompted me to compete for this opportunity.

The job of president---perhaps any job for that matter---is often mostly about timing and fit and from my perspective, the timing for me to assume this level of responsibility and service is perfect and the fit could simply not be better. For all of the reasons noted above, I am respectfully applying for the position of President of New Mexico Highlands University.

Turning to my professional background, I earned a Ph.D. from the University of Arizona with a major in cognitive disabilities and cognates in philosophy and educational leadership. I was required to demonstrate intermediate second-language ability and I chose Spanish. While at the UA, I also gained deep knowledge and skill in grant writing, program outreach, and budgeting.

I have deep experience as a faculty member and a higher education administrator. I began my faculty career at the University of Arizona followed by successful faculty postings at Murray State University and later Northern Arizona University (NAU), another top-notch regional comprehensive school. I went to NAU as a faculty member and it was there that I began my administrative career. In addition, I was the first holder of the James H. Quillen Chair of Excellence at East Tennessee State University. The Quillen Chair was a fixed-term endowed position with responsibilities for faculty mentoring, particularly in the scholarly domain, grant writing, and community outreach projects. I have been very successful in all of my faculty postings, was tenured at both Murray State and Northern Arizona, and won a variety of teaching and research awards at both schools, as noted on my CV.

My administrative and leadership postings include Coordinator of Research Services and Grants, Interim Associate Executive Director, and Department Chair (all at Northern Arizona University). While at Northern Arizona, I worked hard to bring new programs to students on American Indian Reservations and Hispanic students in the Phoenix Valley and on the U.S.-Mexico border. I served as the Founding Dean of the School of Health Sciences and Education at Truman State University; one of the premiere public liberal arts schools in the nation). My current job is Provost and Vice President for Academic Affairs at Radford University (RU). Radford is a public institution in Southwest Virginia with a total student population of approximately 10,000 students. Most of these students (approximately 8,500) are pursuing undergraduate degrees and the 1,500 graduate students are enrolled in a variety of master's and doctoral programs. At present, we support three doctoral programs including the Doctorate of Nursing Practice (DNP), the Doctorate of Physical Therapy (DPT), and the professional doctorate in psychology (PsyD). Additional graduate programs are planned for the immediate future including the professional doctorate in education (EdD) and a doctorate in occupational therapy (OTD). We house approximately 3,000 students on-campus. The remaining students live very near campus providing a great environment for living and learning. We provide both a traditional residential experience and a growing and increasingly important footprint in online and distance education programs. My areas of responsibility include the College of Education and Human Development, the College of Science and Technology, the College of Visual and Performing Arts including the Covington Art Gallery and state-of-the-art performance spaces, the Waldron College of Health and Human Services, the College of Humanities and Behavioral Science, the College of Business and Economics, the McConnell Library including the RU Archive, the Honors Program, the Center for International Education, the Office of Academic Assessment, the Office of Student Retention, the Office of Enrollment Management including Financial Aid and the Registrar's Office, the Office of Undergraduate Research and Scholarship, the Office of High-Impact Practices, the Learning Assistance Center, RU Career Services, the Office of Veterans Services and Military Resource Center, the Center for Innovative Teaching and Learning, and regional campuses in Abingdon and Roanoke, VA.

I have had a successful tenure at Radford University and my team and I have improved a number of institutional outcomes since my arrival. Most notably,

- enrollment has significantly increased. When I arrived we were in enrollment decline. My team and I have increased enrollment by 10.1% students since 2011.
- enrollment of ethnic minority and first-generation students has dramatically increased. During my tenure, we have increased ethnic minority enrollment by 82% and first generation students by 40%.
- our online presence has dramatically improved and done so in a strategic manner. In 2011, a mere 45 classes were offered in an online format. Today 122 classes are online, several full programs are completely online, and I should also note that many of these online sections and programs have been vetted and certified by Quality Matters (QM), in my view, the gold standard of quality online course design.
- academic standards have improved while maintaining an above average retention rate.

- the number of faculty has increased. There were 552 RU faculty in 2011 and today, 589 faculty are on our campus.
- faculty salaries have improved. After years of no compensation adjustments, I worked with the President and the Chief Financial Officer to identify internal funds to improve faculty compensation. In 2011, I found the resources to improve the salaries of our lowest paid faculty, to eliminate all instances of salary inversion, and to eliminate all cases of inequity based on ethnicity and or gender. In 2013, all faculty received a compensation increase. Since 2011, faculty salaries have improved 7%.
- RU has achieved a perfect record in regard to external accreditation including institutional accreditation (SACs), and specialty accreditations in nursing, physical therapy, education, social work, theatre, art, sociology, business, psychology, and others. I have also played key leadership roles in the accreditation of other schools where I have worked including work with the Higher Learning Commission (HLC).
- under my leadership, RU has developed new paths to more efficient time to completion of degrees including the addition of new semesters (e.g., a new Wintermester term allowing students to complete an online class over the holiday break and a new Augustmester term providing an opportunity for selected students to complete a well-designed online class immediately before the fall term begins). I should also note that the Augustmester term provides an option for our very best students to virtually join an undergraduate research community, which is then immediately available to them when they arrive on campus.
- we have established a number of important partnerships. For example, we are now collaborating with the Language and Culture Institute (LCI) at Virginia Tech to provide English instruction to international students seeking admission to one of our programs. The new LCI @ RU helps us recruit international students and provides a path for them to improve their English in order to more quickly and efficiently gain admission to RU. We have also established a partnership with a private school of health sciences and a public medical school to construct a modern and state-of-the-art anatomy and physiology lab to support our Doctorate in Physical Therapy (DPT) program. This approximately \$2.1 mil facility is scheduled to open this fall.

My team and I have achieved other positive outcomes over my tenure here including the development of new degree programs (e.g., a new graduate program in “big data”) and the adoption of new analytical tools to improve our efficiency and overall performance (e.g., a national measure to assess faculty morale, new analytical tools in the admissions and retention areas, new tools to assess faculty performance, and others). We have been named a “Military-Friendly” campus by virtue of support of our Military Resource Center. We have worked hard to improve faculty morale (e.g., improved faculty compensation, more powerfully engaged the faculty in transparent ways (e.g., an RU Futures group charting the path forward at the institution), welcomed the President of the Faculty Senate at our leadership meetings, and passed a new “stop the tenure clock” policy to allow faculty members facing some personal hardship to extend the tenure decision. I also worked very hard with a community group to bring a new, modern, and fully licensed daycare to the city and we are very close to

finalizing that arrangement. However, I am really most proud of my efforts to make high-impact educational practices a strong and distinguishing feature of our institution. I accompanied a group of faculty to an AAC&U meeting focusing on the power of high-impact practices and upon return to campus, established the Radford University Office of High-Impact Practices (HIPs). I hired the first director of that office, found the resources to fund the initiative, and today, high-impact practices including undergraduate research, community based and service learning activities, study abroad programs, learning communities, integrated semesters, and other highly engaging forms of learning and teaching are more common and more powerfully felt on our campus than ever before. You can see some of the things we are doing in this domain here: <http://www.radford.edu/content/high-impact/home.html>.

Finally, I am particularly proud of the team I have formed here. As a servant leader, it is my view that teams matter. They are more important and lead to more enduring excellence than individual leadership and for that reason, I have worked very hard to fashion a team in my division (Academic Affairs) that is strong, dedicated, and selfless. In many ways, I think that the formation of a strong team is probably the most important task of the new president. I have an excellent record of developing strong teams and it that would one of my top priorities at Highlands.

In addition to the various administrative postings noted above, I have also worked abroad, most notably in Belize, C.A. where I was a member of a small team assisting the government of Belize to establish their first national university. I should note that the university continues to thrive today and serves students from Belize, Mexico, other countries in Central and South America, and students from throughout the Caribbean Basin.

Across these various institutions and positions, I have acquired deep experience and have achieved significant accomplishments in teaching, scholarship, and service (in the faculty domain) and strategic planning, budgeting, personnel management, advancement, alumni relations, board relations, community outreach, enrollment management, new program development, and institutional and specialty accreditation (in the administrative domain).

Turning to leadership, my approach is guided by one philosophical ideal and two characteristics of great leaders described in the book **Leading Minds** by the Harvard psychologist, Howard Gardner.

Both philosophically and practically, I am a strong believer in the theory of leadership put forth by the late Robert Greenleaf: Servant Leadership. The basic tenet of Servant Leadership is simply this: the best and most effective leaders serve those in the organization so that those in the organization more powerfully serve those served by the organization. To put this in the context of a university, a good and effective president serves those in the organization in order for them to powerfully and effectively serve students, those in the immediate and broader community, the state, and society writ large. Great organizations including universities exist to make the world a better place and from my perspective, this happens one student at a time. Servant leaders inspire others to do this work. Servant Leaders listen more than they talk, they are respected by others in the organization since they do not presume to know everything or presume to be the smartest person in the room, and they put others

(and the organization generally) before their own interests. Servant leaders are not self-promotional. They adhere to a small number of key principles: deep listening, shared sacrifice, high task commitment, transparency, and collaborative decision-making. Make no mistake---servant leaders are leaders. They understand the special role they play in the organization and make decisions including very hard decisions all the time. No week goes by when I do not make such a decision. But, real servant leaders believe that teams of dedicated and smart people are more powerful and yield stronger and more positive outcomes than individuals. This is what I believe and this is the approach and ethos I will bring with me to Highlands.

The **Leading Minds** book is one I keep on my bookshelf and I consult it regularly. In that book, Gardner describes the careers of great leaders in various domains (business, government, higher education, etc.) and then attempts to extract key traits and characteristics of those leaders. He found there were several common traits of truly great leaders and two of them resonate powerfully with me: The Story and The Embodiment. By "The Story", Gardner suggests that so many great leaders are able to tell a simple, but powerful story about the organization they lead. There may be a few versions of The Story for different audiences (e.g., lay vs. professional), but the fundamental tenets of The Story remain constant. For example, the Story for Apple, Inc. might be something like...simplicity, breathtaking technology, and very high cool factor. The Story for L.L. Bean might be something like very good quality, careful attention to customer service, and a deep love of the outdoors. The idea here is that great leaders can and do tell a simple story that quickly and effectively captures the very essence of their organization. However, great leaders do more than tell The Story. There is also The Embodiment. That is to say, the belief on the part of the person hearing The Story that the leader believes it...lives it...and is sincere when she or he tells it. Devising The Story is not easy and takes time, but The Embodiment is even more challenging. Leaders who tell a great story, but are perceived as not embodying it, are almost always seen as insincere...even phonies. The key, of course, is for leaders to truly believe The Story...to live it in their daily lives...and then the embodiment almost always shines through. Will your new president tell a compelling story and will it be embodied in action? Answers to those questions will probably be very obvious to others, even after a few brief interactions. As the new president, I will listen carefully to others and ultimately craft my personal Highlands story and then, consistently act in ways that truly embody that story. I really look forward to hearing from others. What is their story? What moves them about the organization? I want to understand their passion for the place. I want to hear as many of these stories as possible and I will carefully reflect on them during my first several months on the campus.

You are hiring a complete person and not just a new president and for that reason, I do not mind sharing a few personal details. My father was a miner, a soldier, and for more than thirty years, a steelworker. He was also an avid outdoorsman and a master gardener. Today, his age prohibits him from doing much hiking, fishing, or participating in many other strenuous outdoor activities, but he is still an avid gardener and his reputation for growing incredible tomatoes is nearly legendary. From him, I acquired a great love of the outdoors and life guiding values including honesty, hard work, humility, and love of family. My mother was not employed outside of the home and devoted her full-time energy to her family. I am a first-generation college student; the very first (and one of the few to this day) people

in my family to complete university. I am married. At present my wife, Joan, does not work outside of the home and devotes her time to volunteer work in the community and her fiber art; mostly knitting, spinning, and quilt making. She sells some of her work in local shops, but mostly gives things away to family and friends. Should I advance in this search, she will not work outside of the home and rather devote her full-time efforts and energy to the campus and the community. We have two children. Our daughter, Brook, resides in Maine. She is married and mom to our only (perfect) grandchild, Mabel, age 6 and all that that implies. Brook is the Director of Northeast Historic Film, a nonprofit agency dedicated to the preservation of early New England films. Brook and her husband Mark own and operate a small business in Maine. Brook is a graduate of Agnes Scott College, private women's liberal Arts and Sciences College near Atlanta, GA. Our son, Sam, recently graduated from Truman State University, a public liberal arts school in Kirksville, MO. Sam is a first-year law student at the University of Missouri Columbia where he plans to specialize in mediation and intellectual property law. When I am not working, I enjoy reading, films, fishing (especially fly fishing), other outdoor activities, and spending time with my family.

I also try to be a dedicated citizen of my community and work hard to be part of solutions and not merely a passive observer or critic. Toward that end, among other volunteer and community activities, I serve on the board of the Community Foundation of the New River Valley and work the local polls as an Election Officer.

I respectfully submit my application to you. This is a very desirable posting and I am sure it will attract many qualified applicants. For me, this is truly a destination job. I was thrilled when I saw the vacancy announcement. It just sounded perfect. The excellent reputation of the institution in the state and throughout the region, the direct knowledge of the institution I gained while working in the Southwest, and more recent additional input I have discovered about the university and the community have only increased my interest. I should also note that the institution's location is also a very significant plus for me. My wife and I have lived in different states and communities, but we have been happiest in smaller to mid-sized communities with easy access to the natural world as well as the cultural opportunities commonly found in university communities. We loved living in Flagstaff and miss the high desert very much.

Thank you, in advance, for your kind perusal of my materials and irrespective of my fate in this search, I wish everyone at the institution all the best and a successful conclusion to the search process. As requested, I have included an up-to-date CV and the names and contact information of references.

Sincerely,

Sam Minner

Sam Minner, Ph.D.

SAM MINNER

CURRICULUM VITAE

HOME

OFFICE

Radford University
P.O. Box 6910
Radford, VA 24142

LEADERSHIP AND ADMINISTRATIVE EXPERIENCE

Provost and Vice President For Academic Affairs Radford University (2011-present)

As Provost and Vice President for Academic Affairs, I am the chief academic officer of the institution and the second highest ranking officer of a public comprehensive institution with an enrollment of approximately, 9,850 undergraduate and graduate students. At present, RU supports sixty-nine degree programs at the undergraduate level, 21 master's programs, and three doctoral programs (the Doctorate in Nursing Practice (DNP), the Doctorate in Physical Therapy (DPT) , and the professional Doctorate in Psychology (PsyD)). Direct reports include the deans of the College of Humanities and Behavioral Sciences, the College of Business and Economics, the Waldron College of Health Sciences, the College of Education and Human Development, the School of Visual and Performing Arts, the College of Science and Technology, the McConnell Library, and the Graduate College. Also reporting to me are the directors of the Honors Program, the Center for International Education, the Office of Sponsored Programs and Grants, the Office of the Registrar, Financial Aid, the Office of Undergraduate Research, the Learning Assistance Resource Center, the Office of Career Development, the Office of Retention and New Student Programs, Enrollment Management (including Financial Aid and the Registrar's Office), and the newly established Office of High Impact Practices. I am also responsible for satellite campuses in Abingdon and Roanoke. I am responsible for a total budget of approximately \$93mil.

Significant Accomplishments:

- strong growth in enrollment (entering freshmen, out-of-state students, and transfers), and total headcount
- significant improvements in grant submissions and funded proposals
- restructured honors and international studies programs
- developed new English Language program to support international students
- restructured enrollment management to achieve administrative efficiencies and enrollment growth
- restructured and strengthened the Office of Academic Assessment
- worked with faculty senate to improve internal governance processes
- implemented numerous high-impact learning programs (e.g., undergraduate research, expanded internships, etc.) and established the Office of High-Impact Practices
- significantly improved working relationships with faculty constituencies by increasing

transparency, strengthening shared decision-making, and improving campus communication

- developed Provost Executive Leadership Program (program to identify future leaders, particularly individuals from underrepresented groups, and provide them with exceptional leadership development opportunities)
- RU named “best value” by the Princeton Review
- RU teacher education programs rated “three stars” by the National Council on Teacher Quality
- successful SACS reaffirmation; no deficiencies and no required monitoring
- 100% positive performance on all professional accreditations across the institution (e.g., psychology, nursing, theatre, business, fashion design, etc.)
- significantly increased our online presence (stand-alone classes and programs)
- RU named one of top 100 producers of minority degrees
- “Best In Southeast” designation by Princeton Review

Founding Dean of the School of Health Sciences and Education Truman State University (2000-2011)

An administrative reorganization brought together undergraduate and graduate programs in the Department of Health Sciences, the Department of Nursing, the Department of Communication Disorders, the Department of Education, the Rural Professional Development Center (an externally funded program serving regional agencies with an annual budget of approximately \$1.2mil), and the Office of Advanced Placement (an externally funded program preparing high school teachers to deliver AP classes in algebra, biology, chemistry, Spanish, Chinese, French, Italian, and other disciplines). I was responsible for serving approximately 2,500 students annually. The annual budget was approximately \$18mil.

Significant Accomplishments:

- organized disparate academic units into a new and high-functioning organization with a common vision and common performance goals while retaining the unique disciplinary traditions of each unit
- significantly improved enrollment in all programs
- record number of grant submissions and funded proposals
- developed new streams of revenue by designing and implementing new entrepreneurial programs and advancement initiatives
- 100% successful performance regarding all external accreditations (e.g., athletic training, nursing, communication disorders, teacher education, etc.)
- designed and implemented international curricular options for all programs in the school
- designed and implemented first major partnerships with external agencies (e.g., partnership with local medical school, professional development schools in rural and urban settings, etc.)
- leadership role in securing state funds for an expansion of a health sciences building, led the committee in the design the building, and provided feedback to builders during the construction phase
- secured new state support to expand allied health programs

Chair of the Department of Instructional Leadership

Northern Arizona University (1993-1997)

As Chair of the Department of Instructional Leadership, I was responsible for leading and managing undergraduate and graduate programs in secondary education, elementary education, early childhood education, and a doctoral program in instructional leadership. The department supported residential programs, a large distance education program, and numerous off-site programs throughout the state of Arizona. Approximately 6,500 students were served in these programs. The total departmental budget was approximately \$28mil.

Significant Accomplishments:

- led a successful effort to significantly revise doctoral program in instructional leadership resulting in improved student outcomes and increased enrollment
- significantly improved grant performance (submissions and funded proposals)
- led and managed statewide efforts to establish programs serving minority students (Kayenta, Tuba City, Nogales, etc.)
- significantly improved departmental performance in scholarly productivity
- revised promotion and tenure standards and processes resulting in improved departmental performance
- significantly increased summer enrollments

Interim Associate Executive Director of the Center for Excellence in Education Northern Arizona University (1991-1992)

I served as the Interim Associate Executive Director of the Center for Excellence in Education while a national search was conducted for a new director. I was responsible for leading and managing undergraduate and graduate programs in educational psychology, secondary education, elementary education, special education, bilingual/multicultural education, and educational leadership including doctoral programs in educational psychology, instructional leadership, and educational leadership and policy analysis. The Center for Excellence in Education supported large residential programs, significant distance education programs, and off-site centers in Nogales, Tucson, Phoenix, Apache Junction, Yuma, Bullhead City, Kingman, Mesa, and several sites on American Indian Reservations. Approximately 10,000 students were served in these programs. The total Center budget was approximately \$42mil.

Significant Accomplishments:

- led and managed successful efforts to win external accreditations for the college
- led and managed efforts to more powerfully serve minority students throughout the state of Arizona including communities in Nogales (U.S.-Mexico border), Kayenta (Navajo Reservation), Whiteriver (Apache Reservation), and others
- chaired search committee for a new executive director; position successfully filled

Coordinator of Center for Excellence in Education Research Services and Grants Management Northern Arizona University (1989-1991)

In this position, I served the Center for Excellence in Education by organizing professional development programs for faculty (e.g., research design, statistical packages, proposal

preparation, etc.), developed partnerships with agencies and industry, and coordinated all grant submissions and post-award activities. On average, the office submitted approximately sixty external applications per year. We were awarded approximately \$22mil per year.

Significant Accomplishments:

- significantly improved grant performance (submissions and funded projects) for the Center
- established excellent working relationships with a variety of external agencies, foundations, businesses, and tribal governments.

PROFESSIONAL EXPERIENCE

2011-present	Professor, Radford University (tenured in 2011)
2000-2011	Professor, Truman State University (granted emeritus status in 2011; tenured in 2000)
1997-2000	Endowed Professor: The James H. Quillen Chair of Excellence in Teaching and Learning, East Tennessee State University. This was a fixed-term endowed professorship. This position was funded by Mr. James H. Quillen, a long-time member of the U.S. House of Representatives. I was the first full-time holder of the Chair. My responsibilities included teaching, faculty professional development, strategic planning, and cultivating new streams of revenue.
1989-1997	Professor, Northern Arizona University (tenured in 1992)
1980-1988	Associate Professor, Murray State University (tenured in 1985)
1979-1980	Instructor, University of Arizona
1978	Project Director, Project Employ, Amphitheatre Public Schools, Tucson, Arizona
1976-1978	Teacher, Mammoth-San Manuel Public Schools, San Manuel, Arizona
1974-1976	Teacher, Four-Rivers Special Education Cooperative, Jacksonville, Illinois

EDUCATIONAL BACKGROUND

Ph.D., Major: Cognitive and Behavioral Disabilities. Cognates: Philosophy and Educational Leadership. The University of Arizona, Tucson, AZ. 1980.

M.S. Major: Learning and Behavior Disorders. Southern Illinois University, Edwardsville, Ill. 1975.

B.S. Major: Elementary and Special Education Southern Illinois University, Edwardsville, Ill. 1974.

INTERNATIONAL EXPERIENCE

Acting Dean of the University, Acting Director of the Library, Acting Head Basketball

**Coach, and Associate Professor
University College of Belize (1985-1986)**

I was a member of a five person team of American professors assisting the Ministry of Education in Belize, Central America to establish the first national university in that nation. I taught courses in English, psychology, business, and college algebra and had overall administrative responsibility for recruiting faculty, developing curricula, and organizing the administrative structure of the institution, including the construction of the first academic building.

**Dean of Students, Consortium of Colleges/Study in Britain (CC/SB)
Queen Elizabeth College, London, UK (summer term, 1984, 1985)**

I was responsible for the department of approximately 250 American students (per summer term). I arranged various day excursions (e.g., Stonehenge, Edinburg, etc.) as well as extended excursions to Ireland, France, and Germany. I was also the program liaison to administrative officials at Queen Elizabeth College.

In addition to the professional activities in Belize, C.A. and the United Kingdom noted above, I have worked as a consultant to various schools, organizations, and or government agencies in Turkey, Kenya, South Africa, and Indonesia. In addition, I established and served as the Director of the Returned Peace Corps Fellows Program at Northern Arizona University and established Department of Defense School internship programs at Northern Arizona University and Truman State University. While at Truman, I also established internship programs in the United Kingdom and China.

SELECTED BOARD MEMBERSHIPS/OTHER SIGNIFICANT SERVICE ACTIVITIES

**Board Member
The New River Community Foundation (2014-present)**

In this role, I serve as a member of the Board of Directors of the Foundation. I serve on the Allocation Committee. We manage a corpus of approximately \$7mil.

**Election Officer
Pulaski County Board of Elections (2012-present)**

In this role, I manage polling places, prepare and secure voting equipment, and process voters.

**Board Member
The Radford University Foundation (2011-present)**

This foundation supports the educational mission of Radford University. The foundation manages a corpus of approximately \$60mil.

**Board Member
Pulaski County Economic Development Foundation (2011-2014)**

This foundation promotes economic development in Pulaski County, VA.

Board Member (2011-2014)

Radford Child Development

I was a founding member of this non-profit, which seeks to bring high-quality daycare and related services to the New River Valley. At present (Fall, 2014), the organization has received a donation of land by a local developer. I was instrumental in securing a \$300,000 loan to begin this project.

Co-Director Northeast Missouri Regional P20 Alliance (2009-2011)

The P20 Alliance engaged the business community, local governments, K-12 schools, and colleges and universities to promote regional economic, cultural, and educational development.

Board Member Missouri Foundation for Health (2009-2011)

The Missouri Foundation for Health is the third largest health conversion foundation in the United States of America with assets in excess of \$1bil. The goal of the foundation is to decrease health disparities and to improve health outcomes for non-insured and under-insured citizens of the state of Missouri. In addition to serving on the Board of Directors, I served on the Investment Committee, the Health Policy Committee, and the Bylaws Committee.

Ad Litem Advocate, Missouri Department of Elementary and Secondary Education. 2008-2011

Served as an advocate for disabled children and adolescents in the St. Louis Special School District. Assisted in the determination of placement decisions, Individual Educational Plans, provision of related services, and other educational decisions.

Program Volunteer Johnson City Food Security Initiative (1997-2000)

Volunteered at a regional free lunch program serving community members in Johnson City, TN. Coordinated food purchasing, menus, and food preparation for approximately 200-300 people per day. Served meals and coordinated clean-up activities. Led successful efforts to win external funding for this program. Named Volunteer Of the Year in 1999.

Program Volunteer Belizean Free Clinic, Belize City, Belize, C.A. (1985)

Assisted volunteer physicians and nurses to provide medical services to Belizeans and refugees from Central America and other regions.

Board Member Project HORSE (Horsemanship Opportunities & Riding For Special Equestrians), Murray, Kentucky (1982-1985)

Project HORSE provided equestrian opportunities for disabled children, adolescents, and adults

residing in Western Kentucky. I helped establish the HORSE program.

SELECTED CONSULTANCIES (REMUNERATIVE)

Consultant, Clark County School District, Las Vegas, NV. 1990-1991. Provided technical assistance to educators in Clark County, NV. During this time, Clark County was the fastest growing school district in the United States.

Consultant, Bureau of Indian Affairs, Window Rock, Arizona, 1988-1990. Provided technical assistance to educators, counselors, administrators, and other professionals working on the Navajo, Hopi, and White River Apache Nations.

Consultant, West Kentucky Education Cooperative, Murray, Kentucky, 1981-1987. Conducted educational evaluations for a nine-county region in West Kentucky. Specialties included non-verbal intellectual assessments, functional assessments in school and home settings, and development of behavioral plans for aggressive and non-compliant children and adolescents.

Consultant, Navajo Education Project, Window Rock, Arizona, 1979-1980. Taught classes and workshops for Navajo students enrolled in an off-campus baccalaureate program in Chinle, Tuba City, and Window Rock, Arizona. Flew from Tucson to the Navajo Reservation weekly. Taught mathematics, English, and education classes.

Consultant, Tohono O'odham Paraprofessional Training Program, Sells, AZ, 1978-1979. Taught Papago paraprofessionals to more effectively instruct students. Assisted students with college planning.

SELECTED PROFESSIONAL PUBLICATIONS

Minner, S. (2004). An Unhappy Interim. **The Chronicle of Higher Education**; Chronicle Careers. Friday, March 12.

Minner, S. (2002). The Guilty Pleasures of the Endowed Professor: My Adventure at the Very Top of the Academic Food Chain. **American Association for Higher Education Bulletin**. 54, (7).

Minner, S. (2001). Our Own Worst Enemy. **Education Week**. 20, (38).

Rowland, P., Montgomery, D., Prater, G., and Minner, S. (2001). Teaching Science to Diverse Learners: A Professional Development Perspective. **Professional Development in Science Teaching and Learning** by Bowers, P. and Rhoton, J. (Ed.). National Science Teachers Association.

Heinbecker, C., Minner, S. and Prater, G. (2000). Community-Based Native Teacher Education Programs. **Learn in Beauty: Indigenous Education for a New Century** by Reyhner, J., Martin, J., Lockard, L, and Gilbert, W. (Ed). Northern Arizona University Press.

Sluss, D. and Minner, S. (1999). The Changing Roles of Early Childhood Educators in Preparing New Teachers: Findings from Three Preparation Programs. **Childhood Education**. 75, (5).

Breitweiser, T., Minner, S. and Prater, G. (1999). Reaching American Indian Special/Elementary

Educators (RAISE). **NABE News**, 22, (6).

Minner, S. (1998). The Fourth Variable in Assessing Faculty Performance: The Scholarship of Direct Professional Application. **Tennessee Educational Leadership**. 25, (1).

Prater, G., Savage-Davis, E., Fuhler, C., Marks, L. and Minner, S. (1998). The Preparation of Special Educators in School-Based Settings: Program Descriptions, Lessons Learned, and Recommendations. **The International Journal of Special Education**. 11 (2).

Delany-Barmann, G., Prater, G. and Minner, S. (1997). Preparing Native-American Special Education Teachers: Lessons Learned from the Rural Special Education Project. **The Rural Special Education Quarterly**. 16, (4).

Minner, S. and Prater, G. (1998). Where We are From: Why Faculty Members in Schools of Education Should Stay Powerfully Connected to K-12 Schools and How to Do It. **Education Week**. 27, (19).

Minner, S. and Delany-Barmann, G. (1997). Diversity in Educational Contexts: A Program to Fully Prepare Educators to Support All Learners. **Equity and Excellence in Education**. 30, (2).

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Minner, S., Ellsworth, J. and Prater, G. (1995). Perceptions of Applicants for Initial Positions in Higher Education. **Teacher Education and Special Education**. 28, (2).

Minner, S. (1995). Annual Academic Performance Reviews. **The Department Chair: A Newsletter For Academic Administrators**. Summer.

Minner, S., Varner, M. and Prater, G. (1995). Lessons Learned From School-Based Teacher Preparation Programs. **The Teacher Educator**. 31, (1).

Minner, S. and Prater, G. (1994). When Cultures Clash---How Small Things Subvert University-School Partnerships. **Education Week**. April 13, 1994.

Minner, S. and Prater, G. (1994). Field-Based Teacher Training Programs: Two Working Models. **Proceedings of the 1994 ACRES Conference**. Austin, Texas, March 24, 1994.

Minner, S. and Prater, G. (1994). University-School Collaborations. **Proceedings of the Annual ICET Conference**. Istanbul, Turkey, July 19, 1994.

Minner, S. and Lepich, J. (1993). The Occupational Stress of Rural and Urban Special Educators. **The Rural Special Education Quarterly**, 12, (3).

Minner, S. and Prater, G. (1993). School-University Partnerships: Great Promises and Cautions. **Proceedings of the 1993 ICIE Conference**. Phoenix, Arizona.

Henderson, A. and Minner S. (1991). Computing for Creativity. **Intervention in Schools and Clinics**. 27, (1).

Minner, S. and Prater, G. (1991). User of IEP Generators by Special Class Teachers in Rural Areas. **Rural Special Education Quarterly**. 10, (4).

Minner, S. (1991). Influence of Teacher Experience Variables in Hiring Practices. **Journal of International Special Education**. 5, (1).

Minner, S., Minner, J. and Lepich, J. (1990). Maintaining Pupil Performance Data: A Guide. **Intervention in Schools and Clinics**. 21, (1).

Minner, S. (1990). Use of Self-Recording Procedure to Decrease the Time Taken by Behaviorally Disordered Students to Walk to Special Classes. **Behavior Disorders**. 15, (4).

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Minner, S. (1989). Initial Referral Recommendations of Teachers Toward Gifted Students with Behavioral Problems. **The Roeper Review**. 12, (2).

Minner, S. (1989). The Use of a Paraprofessional to Work with Parents in a Rural School. **Rural Special Education Quarterly**. 10, (1)

Minner, S. and Prater, G. (1988) Informal Assessment of Written Expression. **Teaching Exceptional Children**. 21, (3).

Minner, S. (1988). Use of Parental Interaction to Decrease the Deviant Behavior of a BD Student. **Rural Special Education Quarterly**. 2, (1).

Minner, S. and Prater, G. (1988). Foreign Study and Work Experience for Special Education. **Teaching Exceptional Children**. 21, (3).

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Minner, S., Prater, G., Bloodworth, H., and Walker, S. (1987). Referral and Placement Recommendations of Teachers toward Handicapped Gifted Children. **The Roeper Review**. 9 (4).

Minner, S. and Prater, G. (1987). Parental Use of Phone Answering Equipment to Assist Handicapped Children. **The Journal of Remedial Education and Counseling**. 3, (1).

Minner, S. (1986). Book Review of: Progress or Change: Issues in Education the Emotionally Disturbed. by Margaret Noel and Norris Haring, Ed. **Behavior Disorders**. 12 (1).

Minner, S. and Beane, A. (1986). Using Phone Answering Machines in Special Education Classrooms. **Teaching Exceptional Children**. 19 (1).

Minner, S. and Prater, G. (1986). Developing Individualized Education Programs in Special Education. Boston: MA, **Ginn Press**.

Minner, S. and Beane, A. (1985). Q-Sorts for Special Education Teachers. **Teaching Exceptional Children**. 17 (4).

Minner, S. and Prater, G. (1985). **Identification of Gifted Handicapped Children: A Review**. Frankfort, KY: **Kentucky State Department of Education**.

Minner, S. and Prater, G. (1984). College Teachers' Expectations of LD Students. **Academic Therapy**. 20 (2).

Minner, S., Prater, G. and Beane, A. (1984). Provision of Adapted Physical Education: A Dilemma for Special Educators. **Adapted Physical Activity Quarterly**. 1 (4).

Minner, S. (1984). The Learning Disabled Student Goes to College: A Study of Faculty Attitudes. **Dimensions**. 6 (2).

Sydney, J. and Minner, S. (1983). The Influence of Sibling Information on the Placement Recommendations of Special Class Teachers. **Behavior Disorders**. 9 (1).

Minner, S. (1983). Working with parents of rural handicapped students. Murray, KY: **National Rural Research and Personnel Preparation Project**.

Minner, S. and Mitchell, J. (1983). Placement Dilemmas for Preservice Special and Regular Class Teachers. **Teacher Education and Special Education**. 6 (2).

Minner, S. and Beane, A. (1983). Professional Dilemmas for Teachers of Mentally Retarded Children. **Education and Training of the Mentally Retarded**. 18 (2).

Minner, S., Lawton, S. and Rusk, P. (1983). Equine Therapy for Handicapped Students. **The Pointer for all Educators and Parents of Exceptional Children**. 27 (4).

Minner, S. (1982). Expectations of Vocational Teachers for Handicapped Students. **Exceptional Children**. 48 (5).

Minner, S. (1982). The Influence of Educational Labels and Behavioral Descriptions on Secondary Vocational Educators. **The Journal for Vocational Special Needs Education**. 4 (2).

Minner, S. (1982). Research Related to Vocational Teacher Attitudes Toward the Integration of Handicapped Students. **Proceedings of the First International Career Education Conference, Council for Exceptional Children**.

Minner, S. and Prater, G. (1981). Use of the FPMS in Special Education Classrooms. Frankfort, KY: **Kentucky State Department of Education**.

Minner, S. (1982). Mainstreaming Handicapped Students into Physical Education: Initial

Considerations and Needs. **The Physical Educator**. 39 (1).

Minner, Threet, S. and Harwood, A. (1982). Academic, Social, and Self-Appraisal Expectations of Preservice Teachers Toward Retarded Students of Varying Age and Labeled Conditions. **Teacher Education and Special Education**. 18 (6).

Minner, S. and Beane, A. (1982). Handicapped Students in Regular Vocational Classes; Three Issues. **Career Development for Exceptional Individuals**. 6 (2).

Minner, S. (1981). Using Photography as an Adjunctive and Creative Teaching Approach. **Teaching Exceptional Children**. 44 (8). .

Minner, S., Knutson, R. and Minner, J. (1981). Involving Regular Teachers in IEP Meetings. **The Pointer for all Educators and Parents of Exceptional Children**. 25 (3).

Minner, S., Knutson, R. and Aloia, G.F. (1980). The Role of Physical Education in Special Education. **AAPHER UPDATE**. 6 (2).

Knutson, R. and Minner, S. (1980). Project EMPLOY--A Model to Improve Vocational Services for Handicapped Youth. **Trailblazer**. 2 (4).

Aloia, G., Knutson, R., Minner, S. and Von Seggern, M. (1980). Physical Education Teachers' Initial Perceptions of Handicapped Children. **Mental Retardation**. 18 (2).

Minner, S. and Knutson, R. (1980). Using Classroom Token Economies as Instructional Devices. **Teaching Exceptional Children**. 12 (4).

Minner, S., Knutson, R. and Aloia, G. (1980). Attitudes Toward Mainstreaming. The **Florida Journal of Health, Physical Education, and Recreation**. 18 (2).

Knutson, R. and Minner, S. (1980). Improving Opportunities for Mildly Handicapped Students in Regular Vocational Programs. **Trailblazer**. 3 (2).

Minner, S. (1980). Punishment & Discipline. **Dimensions**. 6 (1).

Minner, S. (1978). Photography for Handicapped Children. **The Pointer for all Educators and Parents of Exceptional Children**. 2 (3).

SELECTED NON-PROFESSIONAL PUBLICATIONS

Minner, S. (2002). The Gorilla On The Bed. **Adoption Today**. 3 (2).

Minner, J. and Minner, S. (1999). The "Gotcha" Day. **Roots and Wings: The Magazine of Modern Adoption**. 11 (1).

SELECTED PRESENTATIONS

2006. "Feedback for Administrators: Adding Value to the Evaluation/Development Process." Paper presented at the 2006 annual meeting of the **Association of American Colleges and Universities (AAC&U)**. Washington, D.C.

2003. "The Faculty Experience In Professional Development Schools." Paper presented at 2003 **National Professional Development School Conference**. Orlando, Florida.

2003. "Critical Theory In Early Childhood Education." Paper presented at 2003 **Association for Childhood Education International Conference**. Phoenix, Arizona.

2000. "Professional Development Schools." Paper presented at 2000 **International Council on Education for Teaching International Conference**. Santiago, Chile.

1999. "The Community Ascendancy Project." Paper presented at 1999 **International Association of Special Education International Conference**. Sydney, Australia.

1998. "Beginning a Professional Development School." Paper presented at 1998 **Tennessee Education Association** meeting. Knoxville, Tennessee.

1998. "Diversity in Educational Contexts." Keynote speech for **Johnson City, Tennessee K-12 administrative team**. Boone, North Carolina.

1998. "New partnerships for public and private schools." Keynote speech at 1998 **IASE Conference**. New Iberia, New York.

1997. "School-university partnerships." Paper presented at the 1997 **IASE Conference**. Capetown, South Africa.

1996. "Diversity in Educational Contexts: A Program to Prepare Students For Diversity." Paper presented at the 1996 **American Education Research Association Conference**. New York City, New York.

1996. "Advantages of working on American Indian Reservations." Paper presented at the 1996 **American Council on Rural Special Education Conference**. Baltimore, Maryland.

1995. "School-Based Special Education Teacher Preparation Programs." Paper presented at the 1995 **TED Conference**. Honolulu, Hawaii.

1995. "Persistence Of Native Americans Related To The Completion Of Undergraduate Degrees." Paper presented at 1995 **National Indian Education Association Conference**. Tucson, Arizona.

1995. "Diversity In Educational Contexts: A program To Prepare Teachers For Diversity." Paper presented at the 1995 **AERA Conference**. Sedona, Arizona.

1995. "Barriers To The Completion Of Baccalaureate Degrees For Native American Students." Paper presented at the 1995 **ACRES Conference**. Las Vegas, Nevada.

1995. "Cultural Immersion In A School-Based Teacher Preparation Program." Paper presented at the 1995 **ACRES Conference**. Las Vegas, Nevada.

1994. "University-School Collaborations." Paper presented at the Annual **ICET Conference**. Istanbul, Turkey.

1994. "Field-Based Teacher Training Programs: Two Working Models." Paper presented at the

ACRES Conference. Austin, Texas.

1994. "The Rural Special Education Program." Poster session at the **ICEC Conference.** Denver, Colorado.

1994. "The Rural Special Education Program." Paper presented at the **National ATE Conference.** Atlanta, Georgia.

1993. "School-University Partnerships." Paper presented at the **ICIE Conference.** Phoenix, Arizona.

1993. "Diversity in Educational Contexts." Paper presented at the **Celebration of Diversity in Teacher Education Conference.** Palo Alto, California.

1992. "The Advantages Of Foreign Experience And Training In Special Education." Paper presented at the **AIE Conference.** Denver, Colorado.

1991 "A Special Education Needs Assessment for Belize, C.A." Paper presented at the **AERA Conference.** Flagstaff, Arizona.

1990. "Use of a Self Recording Procedure to Decrease the Time Taken by Behaviorally Disordered Students to Walk to Special Classes." Paper presented at the **AERA Conference.** Tempe, Arizona

1990. "The Needs and Abilities of Adults with Learning Disabilities in Higher Education Settings." Paper presented at the **Sixteenth International Conference on Improving University Teaching.** Yogyakarta, Indonesia.

1989. "A Precision Teaching Primer." Paper presented at the **Arizona State Council for Exceptional Children Conference.** Casa Grande, Arizona

1989. "International Opportunities for Special Educators." Paper presented at the **Arizona State CEC Conference.** Casa Grande, Arizona.

1989. "Advantages of International Experiences for Special Educators." Paper presented at the **National CEC Conference.** San Francisco, California.

1988. "The Influence of Foreign Training and Experience on the Employment Recommendations of American Educators." Paper presented at the **Southern Association of Comparative and International Education Conference.** Gainesville, Florida.

1988. "Faculty Involvement in the Faculty Development Process." Presented at the annual meeting of the **Southeastern Association for Faculty Development.** Chapel Hill, North Carolina.

1987 "New Challenges for Gifted Students." Presented at **National CEC Topical Conference.** New Orleans, Louisiana.

1986. "Identification of Atypical Gifted Children." Presented at **National CEC Conference.** New Orleans, Louisiana.

1986. "Handicapped Gifted Children." Presented at **State CEC Conference**. Louisville, Kentucky.
1985. "Use of Microcomputers to Generate EP's." Presented at **OEEC Conference**. Louisville, Kentucky.
1985. "Advocacy Dilemmas in Special Education." Presented at **State CEC Conference**. Louisville, Kentucky.
1984. "Learning Traits of Handicapped Adults." Presented at **Kentucky Corrections Workshop**. Louisville, Kentucky.
1984. "The Referral Process in Special Education." Presented at the **STEP Conference**. Calloway County School District. Murray, Kentucky.
1984. "Preservice Training for the 1990s." Presented at the **National CEC Conference**, Washington, D.C.
1984. "Using Phone Answering Equipment to Improve Student Performance." Presented at the **Kentucky State CEC Conference**. Ft. Mitchell, Kentucky.
1984. "Computer Assisted Evaluation of Students." Presented at the **National ACRSE Conference**. Murray, Kentucky.
1984. "Precision Teaching ". Presented at the Kentucky State CEC Conference. Ft. Mitchell, KY.
1983. "Using Behavioral Q-Sorts in Special Classes." Presented at the **Kentucky State CEC Conference**. Owensboro, Kentucky.
1983. "Behavior Management." Presented at the **STEP Conference**. Calloway County School District. Murray, Kentucky.
1983. "Unraveling Juvenile Delinquency." Presented at **Murray State University**. Murray, Kentucky.
1983. "Special Needs Learner in Vocational Education". Presented at **Murray State University**. Murray, Kentucky.
1983. "Precision Teaching." Presented at **Murray State University K-12 Regional Conference**, Murray, Kentucky.
1982. "Precision Teaching." Presented at the **Bureau of Education for Exceptional Children Conference**. Louisville, Kentucky.
1982. "Integrating Handicapped Students into Vocational Classes." Presented at the **Kentucky State CEC Conference**. Ft. Mitchell, Kentucky.
1982. "The Attitudes of Vocational Educators toward Handicapped Children." Presented at the **First International Conference on Career Development for Exceptional Individuals**. Dallas, Texas.
1981. "Employability of Handicapped Persons." Presented at the **Kentucky State CEC**

Conference. Louisville, Kentucky.

1981. "Serving Disadvantaged Students." Presented at **Conference for Vocational Educators** in Region V. Madisonville, Kentucky.

1981. "Assessment for Adolescents and Adults I." Presented at a staff development workshop for **Region III** vocational educators. Owensboro, Kentucky.

1981. "Assessment for Adolescents and Adults II." Presented at a staff development workshop for **Region III** vocational educators. Owensboro, Kentucky.

1981. "Building Functional Curricula for Adolescents and Adults I." Presented at a **staff development workshop** for Region III vocational educators. Owensboro, Kentucky.

1981. "Being Handicapped." Presented to the **Associated of Retired Government Employees**. Murray, Kentucky.

1981. "Precision Teaching." Presented at the **Bureau of Education for Exceptional Children Conference**. Louisville, Kentucky

1980. "Solutions to Integration Problems in Vocational Education." Presented at the **Arizona State CEC Conference**. Phoenix, Arizona.

1980. "Model Delivery Systems for Vocational Service for Handicapped Students." Presented at the **Arizona State CEC Conference**. Phoenix, Arizona.

1979. "Vocational and Special Education Dilemmas." Presented at the **National CEC Conference**. Dallas, Texas.

GRANTS, CONTRACTS, AND SPONSORED PROGRAMS

\$5,000, Author, Japan Comes to Appalachia, Center for Global Partnerships (2012)

\$7,500, Author, The Kirksville Big Read, The National Endowment for the Arts (2009)

\$75,000, Author, Boeing Scholars, Boeing Foundation (2007)

\$799,980, Co-Author, The PRAXIS Program, USDOE (2005)

\$40,000, Author, MET Program II, Boeing Foundation (2005)

\$5,000, Author, The French Connection (French Film Series), French American Cultural Exchange (2005)

\$40,000, Author, MET Program, Boeing Foundation (2004)

\$147,852, Author, Migrant English Language Program, Missouri Department of Elementary and Secondary Education (2003)

\$20,000, Co-Author and Co-Principal Investigator, The Contexts of Administrative Induction, Missouri Department of Elementary and Secondary Education (2003)

\$110,000, Co-Author and Co-Principal Investigator, Engagement of Teachers in Curriculum Development, Eisenhower Professional Development Program (2002)

\$89,500, Co-Author and Co-Principal Investigator, Korean Mathematics, Eisenhower Math and Science, Missouri Coordinating Board for Higher Education (2001)

\$15,000, Author and Principal Investigator, LEP/Civics, Missouri Department of Elementary and Secondary Education

\$9,500, Author and Principal Investigator, The Martin Luther King, Jr. Day of Service, The Corporation for National Service (2001)

\$6,000, Author and Principal Investigator, Show Me the World, NAFSA (2000)

\$100,000, Author and Principal Investigator, The Contexts of Teacher Education, BellSouth Foundation (1999)

\$105,018, Author and Principal Investigator, Technology for Teachers, United States Department of Education (1999)

\$600, Author, Images of Appalachia, Teaching Tolerance Foundation (1998)

\$500, Author, Images from the Navajo Nation, Foundation for Exceptional Children (1998)

\$2,000, Author, Inclusion in a Professional Development School, Boling Center, UT Medical School (1997)

\$32,125, Author, Community Activism in Rural Areas, The Braitmayer Foundation (1997)

\$18,500, Author, Reinventing the Undergraduate Experience, Pew Charitable Trusts (1996)

\$39,000, Author, Paraprofessional Project, Navajo Nation (1995)

\$360,000, Co-Author, Project RSEP-II, United States Department of Education (1995)

\$257,000, Author, Peace Corps Fellows, DeWitt-Wallace Foundation (1994)

\$100,018, Author, Technology/Science, Eisenhower (1994)

\$5,000, Author, Technology Evaluation, NAU OR (1994)

\$2,000, Author, Program Assessment, NAU OR (1994)

\$393,000, Author, Ford Foundation (1994)

\$108,000, Author, PRH Fellows, United States Department of Education (1994)

\$114,925, Author, The RMTTC, United States Department of Education (1994)

\$111,484, Author, The RMTC, United States Department of Education (1993)

\$114,992, Author, Project RSEP, United States Department of Education (1993)

\$112,897, Author, Project RSEP, United States Department of Education (1992)

\$109,863, Author, Project RSEP, United States Department of Education (1991)

\$15,312, Author, A Study of Student Achievement in an Integrated Kindergarten, NAU OR (1991)

\$10,000, Author, Use of Technology in Belize, Central America, NAU OR (1990)

\$68,000, Author, Personnel Preparation, United States Department of Education (1988)

\$68,000, Author, Personnel Preparation, United States Department of Education (1987)

\$72,500, Author, Personnel Preparation, United States Department of Education (1987)

\$69,500, Author, Personnel Preparation, United States Department of Education (1986)

\$72,500, Author, Personnel Preparation, United States Department of Education (1986)

\$72,500, Author, Personnel Preparation, United States Department of Education (1985)

\$9,250, Author, Needs of Gifted Students in Kentucky Schools, Kentucky Department of Education (1985)

\$4,500, Author, Identification of Gifted Students in Kentucky Schools, Kentucky Department of Education (1984)

\$12,500, Author, Regional Perceptions Toward Public Education, PDK International (1984)

\$68,235, Author, Personnel Preparation, United States Department of Education (1984)

\$68,235, Author, Personnel Preparation, United States Department of Education (1983)

\$68,235, Author, Personnel Preparation, United States Department of Education (1982)

\$52,900, Co-Author, Project EMPLOY, Arizona State Department of Education (1979)

\$52,000, Co-Author, Project EMPLOY, Arizona State Department of Education (1978)

PROFESSIONAL AFFILIATIONS

American Association of Colleges & Universities

Member since 2007

Council on Undergraduate Research

Member since 2009

Council for Exceptional Children

Member since 1978

President of Chapter #589 (1985-1987)

President of KY Federation Division of Career Development (1985-1986)

Coordinator of State CEC Conference (1983-1984)

Served as a Field Editor for three juried journals: **Teaching Exceptional Children**, **Teacher Education & Special Education**, and **Exceptional Children**

International Association of Special Educators

Member since 1987

Vice-President (1993-1994)

Coordinator of International Conference (1991)

Associate Editor of **IASE Journal** from 1997 - Present.

HONORS AND AWARDS

President's Award, Northern Arizona University (1996); campus award for outstanding teaching and scholarship.

Award for Exemplary Program, ACRES (1995); national award for exemplary special education teacher education program.

Best Research Paper, AERA (1995); state award given by the Arizona Chapter of AERA for the best research paper at the state conference.

Golden Bell Award, Arizona State Board of Education (1995); state award given by the Arizona Department of Education for exemplary teacher education program.

Distinguished Program Award, Association of Teacher Educators (1994); national award given by ATE for exemplary teacher education program.

Researcher of the Year, Northern Arizona University (1992); campus award given to the most prolific researcher.

Teacher of the Year, Northern Arizona University (1990); campus award given to the best teacher in the college

Regent's Award, Murray State University (1988), state award given by the Kentucky Board of Regents for outstanding contributions to the Commonwealth of Kentucky.

Outstanding Research Award, Murray State University (1986); campus award given to top researcher in the College of Education.

PERSONAL

I am a first-generation college student. My father was a soldier and a steelworker. My mother was not employed outside of the home. I grew up in Collinsville, Illinois; a small town in the greater St. Louis metropolitan area. I am married and the father of two children. My wife, Joan, has served as an elementary and special education teacher, a K-12 administrator, a technical consultant to

various schools and agencies, and an adjunct professor at various universities. She has also taught knitting and currently produces a variety of knitted and other fiber objects she sells in local and regional shops. Our daughter, Brook, is the Director of the Northeast Harbor Library in Northeast Harbor, Maine. She is a graduate of Agnes Scott College, a private women's liberal arts school in Decatur, Georgia. Brook is mother and we are grandparents to one perfect grandchild, Mabel. She is five years old and all that that implies. Our son, Sam, is a student at Truman State University. Truman is a public liberal arts university located in Kirksville, MO. Sam will begin Law School at the University of Missouri in Fall, 2014.