

University of California, Merced

Bios and Vitae for Chief Administrators

1. Chancellor
2. Executive Vice Chancellor and Provost
3. Vice Chancellor for Administration
4. Vice Chancellor for Research and Dean, Graduate Studies
5. Vice Chancellor for Student Affairs
6. Vice Chancellor for University Relations
7. Assistant Chancellor and Chief of Staff
8. Dean, School of Engineering
9. Dean, School of Natural Sciences
10. Dean, School of Social Sciences, Humanities and Arts
11. Chief Information Officer
12. University Librarian

**DR. CAROL TOMLINSON-KEASEY, CHANCELLOR
UNIVERSITY OF CALIFORNIA, MERCED**

Dr. Tomlinson-Keasey received her B.A. from Pennsylvania State University, her M.S. from Iowa State University majoring in Psychology, and her Ph.D. from the University of California at Berkeley in Developmental Psychology. She has also studied at the Institute of Behavioral Genetics at the University of Colorado.

Dr. Tomlinson-Keasey was a faculty member at UC Riverside and left to take an administrative position at UC Davis where she was the Vice Provost for Academic Planning and Personnel and the Dean of the College of Letters and Science. Before her appointment as Chancellor she was the Vice Provost for Academic Initiatives at the Office of the President of the UC system. In this position, she served as the Senior Associate to the President for the 10th campus, helped launch the California Virtual University and planned the academic strategy and building for the UC Center in Washington.

As a scholar, she has authored and co-authored numerous books and dozens of articles dealing with cognitive development, how gifted children realize their cognitive potential, and with the career development of women.

VITA

Carol Tomlinson-Keasey

Chancellor
University of California - Merced
4425 N. Hospital Rd
Atwater, CA 95301
Carol.Tomlinson-Keasey@ucop.edu
Phone 209-724-4417

Home:
2569 Remington Court.
Merced, CA 95340
Mail:
P.O. Box 2039
Merced, CA 95344

I PERSONAL INFORMATION

Birthdate and Place: Washington, D. C. October 15, 1942
Marital Status: Married
Children: Two

II EDUCATION

B.A. Pennsylvania State University 1964
Major: Political Science
Minors: Psychology and History

M.S. Iowa State University 1966
Major: Psychology
Thesis: Conservation of substance: The
importance of mental age

Ph.D. University of California, Berkeley 1970
Major: Developmental Psychology
Thesis: The nature of formal operations in pre-adolescence,
adolescence and middle age

Summer Trainee: Institute of Behavioral Genetics 1976
University of Colorado Boulder, Colorado

Licensed Psychologist--Nebraska, California

III TEACHING EXPERIENCE

Assistant Professor: Trenton State College (1969-1970)

Assistant Professor: Rutgers--The State University (1970-1972)

Assistant Professor: University of Nebraska--Lincoln (1972-1974)

Associate Professor: University of Nebraska--Lincoln (1974-1978)

Visiting Associate Professor: University of California, Riverside (1977-80)

Professor: University of California--Riverside (1980-1992)

Professor: University of California--Davis (1992-present)

IV ADMINISTRATIVE EXPERIENCE

Chairperson: Human Development program
University of California--Riverside (1978-86)

Associate Dean: College of Humanities & Social Sciences (1986)

Acting Dean: College of Humanities & Social Sciences (1986-88)

Chair: Department of Psychology (1989-1992)

Vice Provost University of California--Davis (1992-1994)

Dean--College of Letters and Science University of California--Davis (1994-1995)

Vice Provost--Academic Planning and Personnel University of California--Davis (1995-97)

Vice Provost--Academic Initiatives University of California--Office of the President (1997-1999)

Chancellor University of California--Merced (1999-present)

V CURRENT RESEARCH INTERESTS

During the first decade of my career, I focused primarily on cognitive development--how the organism's cognitive functioning changes through the lifespan. Within this broad rubric I concentrated on the development of thinking skills and cognitive competencies, asking questions that took me variously to preschools, elementary schools, high schools, bridge clubs and retirement homes. Throughout this period of my career, my focus was on the development of cognitive potential.

More recently, I have been examining the development of potential across the life span. Since approximately 1982 I have been working with the data from the Terman Genetic Studies of Genius, asking what factors help individuals fulfill their potential, and what factors pose obstacles for development, hindering adults in the quest for competence and self-efficacy. The data from the Terman studies are incredibly rich and complex, chronicling 60 years of 1528 lives, beginning at age 10 and continuing through the retirement years. Within the over 4,000 questions answered by these subjects is information that speaks to current, difficult issues in developmental psychology.

My work in this area now includes multiple articles and chapters, some of which address very specific issues and some which deal with theoretical issues. The richness of the data has shaped my thinking about models of adult lives and gender differences in negotiating the adult years. I will continue to work on the development of potential but I am interested in exploring the impact of relationships in ways that have not yet been explored. The Terman data make it clear that relationships are at the core women's adult lives and yet our tools to study relationships are few.

Because the cohort followed by Terman is now in their 80s, one can reasonably ask whether answers gleaned from those data have meaning for contemporary psychology. The predictors of yesterday may not have relevance for individuals functioning in today's society. To examine the generalizability of the results from the Terman data, we have collected similar information from a contemporary sample of adults and some contemporary high school students.

As an adjunct to these studies, for the past decade, I have been working with a research group composed of faculty from several campuses. We have been asking a variety of questions about influences on longevity. Some of these recent studies have received significant attention from the media.

VI PUBLICATIONS

BOOKS

- Tomlinson-Keasey, C. (1980). ***A Child's Eye View***. New York: St. Martin's Press. Reprinted in paperback, 1982.
- Tomlinson-Keasey, C. (1985). ***Child Development: Psychological, sociocultural and Biological Factors***. Chicago: Dorsey.
- Funder, D., Parke, R. D., Tomlinson-Keasey, C., and Widaman, K. (1993). ***Studying lives through time: Approaches to Personality and Development***. Washington, DC: American Psychological Association

CHAPTERS AND MONOGRAPHS

- Walsh, J. A., Tomlinson-Keasey, C. and Kleiger, D. N. (1974). Acquisition of the social desirability response. *Genetic Psychological Monographs*, 89, 241-272.
- Tomlinson-Keasey, C. (1976). Piaget's theory and college teaching. In R. G. Fuller (Ed.) *ADAPT: A Piagetian based program for college freshmen* (pp 3-8). University of Nebraska--Lincoln.
- Tomlinson-Keasey, C., Williams, V., and Eisert, D. (1976). Evaluation of the first year of the ADAPT program. In R. G. Fuller (Ed.) *ADAPT: A Piagetian based program for college freshmen* (pp. 109-121). University of Nebraska--Lincoln.
- Tomlinson-Keasey, C. and Eisert, D. (1979). Piagetian Curricula for the College Classroom. In P. H. Levinson et al. (Eds.) *Proceedings of the 8th International Interdisciplinary Conference on Piagetian Theory and the Helping Professions*. Los Angeles: University of Southern California.
- Tomlinson-Keasey, C. (1981). Structures, functions, and stages: A trio of unresolved issues in formal operations. Chapter in S. Modgil and C. Modgil (Eds.) *Piaget 1896-1980: Consensus and Controversy*. NY: Praeger.
- Moshman, D., Johnston, S., Williams, V., Tomlinson-Keasey, C. and Eisert, D. (1980). ADAPT: The First Five Years. In R. G. Fuller (Ed.) *ADAPT: A Piagetian based program for college freshmen*, Lincoln, NE: University of Nebraska.

- Tomlinson-Keasey, C. (1984). Piaget and the Paradigm clash. In D. W. Kee, G. I. Lubin, and M. K. Paulsen (Eds.). *Piagetian theory, developmental perspectives and adult development*. Los Angeles: University of Southern California.
- Tomlinson-Keasey, C., and Eisert, D. (1981). From a Structure D'ensemble to separate organizations for cognitive and affective development. In J. A. Meacham and N. R. Santilli (Eds.) *Social Development in Youth: Structure and Content*. Basil: S. Karger.
- Tomlinson-Keasey, C. (1987). Developmental Milestones. In C. R. Reynolds and L. Mann (Eds.), *Encyclopedia of Special Education. Vol. 1*. (pp. 491-495). New York: John Wiley.
- Tomlinson-Keasey, C. and Keasey, C. B. (1988). Signatures of suicide among adolescents. In D. Capuzzi and L. Golden (Eds.) *Preventing adolescent suicide* (pp. 213-245). Muncie, IN: Accelerated Development.
- Tomlinson-Keasey, C. (1990). The working lives of Terman's gifted women. In H. Y. Grossman and N. L. Chester (Eds.) *The experience and meaning of work in women's lives* (pp. 213-240). Hillsdale, NJ: Lawrence Erlbaum
- Tomlinson-Keasey, C., and Keasey, C. B. (1993). Graduating from college in the 1930s: The Terman Genetic Studies of Genius. In K. Hulbert and D. Schuster (Eds.), *Women's lives through time: Educated American Women of the 20th Century* (pp. 63-92). San Francisco: Jossey Bass.
- Tomlinson-Keasey, C., and Blurton, E. U. (1992). Gifted women's lives: Aspirations, achievements, and personal adjustment. In J. Carlson (Ed.) *Cognition and educational practice: An international perspective* (pp. 151-176). Greenwich, CT: Jai Press.
- Tomlinson-Keasey, C. (1993). Opportunities and challenges posed by archival data sets. In D. Funder, R. D. Parke, C. Tomlinson-Keasey, and K. Widaman (Eds.), *Studying lives through time: Approaches to Personality and Development* (pp. 65-92). Washington, DC: American Psychological Association
- Tomlinson-Keasey, C. (1994). My dirty little secret: Women as clandestine intellectuals. In C. E. Franz, and A. J. Stewart (Eds.) *Women creating lives: Identities, resilience, and resistance*. (pp. 227-245). Boulder, CO: Westview Press.

- Tomlinson-Keasey, C., and Gomel, J. N. (1997). Antecedent life events and consequences for homemakers and women employed in atypical, typical and androgynous professions. In M. E. Lachman and J. B. James (Eds.), *Multiple paths of midlife development*, (pp. 345-374). Chicago, IL: University of Chicago Press.
- Tomlinson-Keasey, C. (1998). Tracing the lives of gifted women. In R. C. Friedman and K.B. Rogers (Eds.) *Talent in context: historical and social perspectives on giftedness* (pp. 17-38). Washington, DC: American Psychological Association.
- Tomlinson-Keasey, C. (1997). Emerging organizations in the human mind. In R. Keller and K. Menges (Eds.), *Emerging structures in interdisciplinary perspective*, [pp. 161-179]. Basel: Verlag
- Tomlinson-Keasey, C. (1999). Gifted women's lives. In N. Colangelo and S. G. Assouline (Eds). *Talent Development, III*, (pp. 271-290). Scottsdale, AZ: Gifted Psychology Press.
- Tomlinson-Keasey, C. (2002). Becoming digital: The challenges of weaving technology throughout higher education. In S. Brint (Ed.) *The Future of the City of Intellect: The Changing American University* (pp. 133-157). Stanford: Stanford University Press.

ARTICLES

- Keasey, C. T. and Charles, D. C. (1967). Conservation of substance in normal and mentally retarded children. *Journal of Genetic Psychology*, 111, 271-279.
- Tomlinson-Keasey, C. (1972). Formal operations in females 11-54 years of age. *Developmental Psychology*, 6, 364.
- Tomlinson-Keasey, C. (1972). Conditioning of infant vocalizations in the home environment. *Journal of Genetic Psychology*, 120, 75-82.
- Tomlinson-Keasey, C. and Keasey, C. B. (1972). The influence of long-term cultural change on cognitive development. *Perceptual and Motor Skills*, 35, 135-139.
- Keasey, C. B. and Tomlinson-Keasey, C. (1973). Petition signing in a naturalistic setting. *Journal of Social Psychology*, 89, 313-314.

- Tomlinson-Keasey, C. (1974). Role Variables: Their influence on female motivational constructs. *Journal of Counseling Psychology, 21*, 232-238.
- Tomlinson-Keasey, C. and Keasey, C. B. (1974). The mediating role or cognitive development in moral judgement. *Child Development, 45*, 291-299.
- Tomlinson-Keasey, C. and Kelly, R. R. (1974). The development of thought processes in deaf children. *American Annals of the Deaf, 119*, 693-700.
- Tomlinson-Keasey, C., Crawford, D. G., and Miser, A. L. (1975). Classification: An organizing operation for memory. *Developmental Psychology, 11*, 409-410.
- Albonese, M., Brooks, D. W., Day, V. W., Koehler, R. A., Lewis, J. D., Marianelli, R. S., Rack, E. P., and Tomlinson-Keasey, C. (1976). Piagetian criteria as predictors of success in first year chemistry courses. *Journal of Chemical Education, 53*, 571-573.
- Kelly, R. and Tomlinson-Keasey, C. (1976). The information processing of visually presented picture and word stimuli by young hearing impaired and normal hearing children. *Journal of Speech and Hearing Research, 19*, 628-638.
- Crawford, D. G., Friesen, D., and Tomlinson-Keasey, C. (1977). Effects of cognitively induced anxiety on hand temperature in nonclinical subjects. *Biofeedback and Self-Regulation, 2*, 139-146.
- Tomlinson-Keasey, C., Kelly, R. R., and Burton, J. B. (1978). Hemispheric changes in information processing during development. *Developmental Psychology, 14*, 214-223.
- Kelly, R. R., and Tomlinson-Keasey, C. (1977). Hemispheric laterality of deaf children for processing words and pictures visually presented to the hemifields. *American Annals of the Deaf, 22*, 525-534.
- Tomlinson-Keasey, C., and Eisert, D. C. (1978). Can doing promote thinking in the college classroom? *Journal of College Student Personnel, 19*, 99-105.
- Tomlinson-Keasey, C. and Kelly, R. (1978). The symbolic world. *American Annals of the Deaf, 23*, 452-459.

- Tomlinson-Keasey, C., Crawford, D. G., and Eisert, D. C. (1979). Organization facilitates memory--if you have the appropriate classification skills. *Journal of Genetic Psychology*, 34, 3-13.
- Eisert, D. C. and Tomlinson-Keasey, C. (1978). Cognitive and interpersonal growth during the freshman year: A structural analysis. *Perceptual and Motor Skills*, 46, 995-1005.
- Tomlinson-Keasey, C. and Kelly, R. R. (1979). Is hemispheric specialization important to scholastic achievement. *Cortex*, 15, 97-107.
- Tomlinson-Keasey, C. and Kelly, R. R. (1979). A task analysis of hemispheric functioning. *Neuropsychologia*, 17, 345-351.
- Kelly, R. R. and Tomlinson-Keasey, C. (1981). The effect of auditory input on hemispheric specialization. *Brain and Language*, 13, 67-77.
- Tomlinson-Keasey, C., Eisert, D., Kahle, L., Hardy-Brown, K., and Keasey, C. B. (1979). The structure of concrete operational thought. *Child Development*, 50, 1153-1163.
- Tomlinson-Keasey, C. (1980). Integrating the conceptual and numerical realms. *Focus on Learning Problems in Mathematics*, 2, 61-71.
- Cohen, N., and Tomlinson-Keasey, C. (1980). The effects of peers and mothers on toddlers' play. *Child Development*, 51, 921-924.
- Tomlinson-Keasey, C., Brewer, A., and Huffman, K. (1983). The importance of first letters: An analysis of tachistoscopic presentation of words. *Cortex*, 19, 309-325.
- Tomlinson-Keasey, C., and Smith-Winberry, C. (1983). Educational strategies and Personality outcomes in gifted and nongifted college students. *Gifted Child Quarterly*, 27, 35-41.
- Tomlinson-Keasey, C. (1983). Les théories de l'intelligence: le passé, le présent, l'avenir. *La Revue Canadienne de Psycho-Education*, 12, 135-138.
- Tomlinson-Keasey, C., Brawley, R., and Peterson, B. (1986). An analysis of an interactive videodisc system for teaching language skills to deaf students. *Exceptional Child*, 33, 49-55.

- Tomlinson-Keasey, C., Warren, L., and Elliott, J. (1986). Suicide among gifted women: A prospective study. *Journal of Abnormal Psychology, 95*, 122-130.
- Warren, L., and Tomlinson-Keasey, C. (1987). The context of Suicide. *Journal of Orthopsychiatry, 57*, 41-48.
- Cormier, P., Tomlinson-Keasey, C., and Geary, D. C. (1988). Gender and hemispheric specialization differences in the learning of Morse Code letters. *Bulletin of the Psychonomic Society, 26*, 399-402.
- Tomlinson-Keasey, C., and Winberry, C. (1990). Cognitive consequences of congenital deafness. *Journal of Genetic Psychology, 151*, 103-116.
- Tomlinson-Keasey, C., and Little, T. D. (1990). Predicting Educational Attainment, Occupational Achievement, Intellectual Skills and Personal Adjustment among Gifted Men and Women. *Journal of Educational Psychology, 82*, 442-455.
- Tomlinson-Keasey, C. (1990). Developing our intellectual resources for the 21st century: Educating the gifted. *Journal of Educational Psychology, 82*, 399-403.
- Cormier, P., and Tomlinson-Keasey, C. (1991). The development of hemispheric specialization of letter matching. *Developmental Neuropsychology, 7*, 161-176.
- Friedman, H. S., Tucker, J. S., Tomlinson-Keasey, C., Schwartz, J. E., Wingard, D. L., and Criqui, M. (1993). Does childhood personality predict longevity? *Journal of Personality and Social Psychology, 65*, 176-185.
- Tomlinson-Keasey, C., Keasey, C. B., and Roney, B. L. (1993). Child abuse allegations made in a custody dispute: A mistaken preconception of untruthfulness? *The Family Law News and Review, 9*, 26-29.
- Wingard, D. L., Criqui, M. H., Edelstein, S. L., Tucker, J., Tomlinson-Keasey, C., Schwartz, J. E., and Friedman, H. S. (1994). Is breastfeeding in infancy associated with adult longevity? *American Journal of Public Health, 84*, 1458-1462
- Schwartz, J. E., Friedman, H. S., Tucker, J. S., Tomlinson-Keasey, C., Wingard, D. L., and Criqui, M. H. (1995). Sociodemographic and psychosocial factors in childhood as predictors of adult mortality. *American Journal of Public Health, 85*, 1237-1245.

- Friedman, H. S., Tucker, J. S., Martin, L. R., Tomlinson-Keasey, C., Schwartz, J. E., Wingard, D. L., and Criqui, M. H. (1994). Do scientists really live longer? *Lancet*, *343*, p. 296-297.
- Friedman, H. S., Tucker, J. S., Tomlinson-Keasey, C., Schwartz, J. E., Wingard, D. L., and Criqui, M. H. (1995). Childhood conscientiousness and longevity across the life-span: Health behaviors and cause of death. *Journal of Personality and Social Psychology* *68*, 696-703.
- Tucker, J. S., Friedman, H. S., Tomlinson-Keasey, C., Schwartz, J. E., Wingard, D. L., Criqui, M. H., and Martin, L. R. (1995). Childhood psychosocial predictors of adulthood smoking, alcohol consumption, and physical activity. *Journal of Applied Social Psychology*, *25*, 1884-1899.
- Tucker, J. S., Friedman, H.S., Schwartz, J. E., Criqui, M. H., Tomlinson-Keasey, C., Wingard, D. L., Martin, L. R. (1997). Parental Divorce: Effects on Individual Behavior and Longevity. *Journal of Personality and Social Psychology*, *73*, 381-391.
- Friedman, H. S., Tucker, J. S., Schwartz, J. E., Tomlinson-Keasey, C., Martin, L., Wingard, D. L., and Criqui, M. H. (1995). Psychosocial and behavioral predictors of longevity: The aging and death of the Termites. *American Psychologist*, *50*, 69-78.
- Martin, L. R., Friedman, H. S., Tucker, J. S., Wingard, D. L., Criqui, M. H., Tomlinson-Keasey, C., and Schwartz, J. E. (1995). An archival prospective study of psychological adjustment and longevity. *Health Psychology*, *14*, 1-7.
- Rickabaugh, C. A., and Tomlinson-Keasey, C. (1997). Social and temporal comparison processes in a geriatric Population. *Basic and Applied Social Psychology*, *19*, 307-328.
- Pugh, R. H., Tepper, F. L., Halpern-Felsher, B. L., Howe, T. R., Tomlinson-Keasey, C., and Parke, R. D. (1997). Changes in abused children's social and cognitive skills from intake to discharge in a residential treatment center. *Residential Treatment for Children and Youth*, *14*, 65-83.
- Martin, L. R., Friedman, H.S., Tucker, J.S., Tomlinson-Keasey, C., Criqui, M.H. & Schwartz, J.E. (2002). A life course perspective on childhood cheerfulness and its relation to mortality risk. *Personality and Social Psychology Bulletin*, *28*, 1155-1165.

OTHER PUBLISHED WRITINGS

- Tomlinson-Keasey, C., and Keasey, C. B. (1972). Formal operations and moral development: What is the relationship? *Proceedings, 80th Annual Convention, American Psychological Association, 80*, 113-114.
- Tomlinson-Keasey, C. (1973). *Patterns of Learning*. Nebraska Television Council for Nursing Education.
- Crawford, D. G., Miser, A., and Tomlinson-Keasey, C. (1974). Classification: A critical component of memory. *Catalogue of Selected Document in Psychology*, August.
- Tomlinson-Keasey, C. (1981). Eyes Full of Wonder, Finger's Full of Jam. *Redbook*, Jan, 25-30.
- Tomlinson-Keasey, C. (1983). Guest lecture or survey: The choice is yours. *Contemporary Psychology, 28*, 538-540.
- Tomlinson-Keasey, C. (1984). Illuminating the two faces of cognitive development. *Contemporary Psychology, 29*, 330-331.
- Tomlinson-Keasey, C. (1989). Teaching morality to children and adolescents. Review of PBS television show published in *Press Enterprise*, April 15, 1989.
- Tomlinson-Keasey, C., and Blurton, E. (1991). Similarities and Difference Between Contemporary Women and Terman's Gifted Women. *Resources in Education ERIC Clearinghouse on Counseling and Personnel Services*. No. ED326752.
- Funder, D. C., Parke, R. D., Tomlinson-Keasey, C., and Widaman, K. (1993) studying lives through time: About this book. In D. C. Funder, R. D. Parke, C. Tomlinson-Keasey, and K. Widaman (Eds.) *Studying lives through time (pp. 3-8)*. Washington, DC: APA.
- Tomlinson-Keasey, C. (1995). Examining the Fabric of Peer Relationships. Review of R. D. Parke and G. W. Ladd (Eds.). *Family-Peer Relationships: Modes of Linkage*. *Contemporary Psychology*, in press.
- Tomlinson-Keasey, C. (1998). Discerning the Identities of Contemporary Women. Review of Ruthellen Josselson *Revising Herself: The Story of*

Women's Identity from College to Midlife. *Contemporary Psychology*, 43, 92-94.

VII PAPERS DELIVERED

INVITED

- Tomlinson-Keasey, C. Formal operations: The culmination of intellectual growth. Paper delivered at Rutgers Graduate School of Education. December 8, 1969.
- Tomlinson-Keasey, C. Cognitive Development: What does it mean for education? Address given to the psychology department at the University of Nebraska--Omaha. February 1, 1974.
- Tomlinson-Keasey, C. Patterns of Learning. Two talks given at Nebraska Educational Television that were taped and converted to television programs that have been used throughout the state of Nebraska. August 1973.
- Tomlinson-Keasey, C., Eisert, D., and Hazen, M. Formal thought and affective development. Paper presented at Western Region Biennial Conference of the Society for Research in Child Development. San Francisco, 1978.
- Tomlinson-Keasey, C. Thinking in college students. Northwestern Association of College Physics. Portland, Oregon. April, 1978.
- Tomlinson-Keasey, C. The development of reasoning abilities. Talk given to Fifth Biennial Conference on Chemical Education. Fort Collins, Colorado. July, 1978.
- Tomlinson-Keasey, C. Structure in the classroom. Paper presented to Southern California Association for the Education of Young Children. Oct. 15, 1980.
- Tomlinson-Keasey, C. The importance of structure for preschoolers. Invited workshop presented at California Association for the Education of Young Children. Pasadena, CA. January 31, 1981.
- Tomlinson-Keasey, C. Making a difference for Kids. Keynote address: Eighth Annual Children's Mental Health Conference. Riverside, CA. March 18, 1981.

- Tomlinson-Keasey, C. Silent discipline: The secret of self-esteem. Keynote address: Spotlight on Parenting. Riverside, September 19, 1981.
- Tomlinson-Keasey, C. Hints for successful teaching. Invited talk for Conference on Teaching held for graduate student teaching assistants at UC--Riverside. September 27, 1985
- Tomlinson-Keasey, C. Cognitive development. Talk given at Riverside Polytechnic High School, December 19, 1985
- Tomlinson-Keasey, C. Strategies for improving memory. Talk given for Gifted and Talented Education at Rubidoux High School. October 17, 1985.
- Tomlinson-Keasey, C. Educating our gifted children: The penalties for not providing acceleration. Riverside Advocates for gifted youth. Riverside, May 29, 1986.
- Tomlinson-Keasey, C. The casualties of divorce. Talk given to UC--Riverside's Educational Opportunity Program. July 11, 1986.
- Tomlinson-Keasey, C. How does a divorce affect your life? Talk given at Parents' Day, UC--Riverside. September 21, 1986.
- Tomlinson-Keasey, C. Predicting life outcomes of gifted women. Paper delivered at Claremont Graduate School. April 3, 1987.
- Tomlinson-Keasey, C. Wings, roots, and education: The balance of life. Commencement address delivered at Chaffey College. June 26, 1987.
- Tomlinson-Keasey, C. Left brain, right brain. Talk given to San Bernardino County Welfare Supervisors. June 19, 1987.
- Tomlinson-Keasey, C. Predicting achievement, anxiety, self-confidence, ambition, and goal orientation across four decades. Talk given to UCR Affiliates. March 7, 1988.
- Tomlinson-Keasey, C. Helping girls achieve their potential. Invited address to Girl Scout Council. April 9, 1988.
- Tomlinson-Keasey, C. Adolescent suicide. Talk given to Riverside Poly High School. January 13, 1989.

- Tomlinson-Keasey, C. Women and Leadership in the 1990s. Keynote address Southern California Girl Scout Convention. Orange Coast College, January 20, 1990.
- Tomlinson-Keasey, C. Guiding and controlling risk taking among high school students. Talk given to Riverside Poly High School. May 1, 1990
- Tomlinson-Keasey, C. Actualizing intellectual skills among women. Invited address given at International Association for Cognitive Education. Mons, Belgium, July 11, 1990.
- Tomlinson-Keasey, C. Women's roles in the 1990s. Talk given to Junior League, Riverside, CA. September 19, 1990.
- Tomlinson-Keasey, C. Aspirations, achievements, and self-esteem among women. Talk given to American Association of University Women, Riverside, CA. January 8, 1991.
- Tomlinson-Keasey, C. Gifted and non-gifted women: Then and now. Colloquium given at Henry A. Murray Research Center. Radcliffe College. March 11, 1991.
- Tomlinson-Keasey, C. What a difference a generation makes in women's lives? Colloquium given at Boston University. March 12, 1991.
- Tomlinson-Keasey, C. Predicting life outcomes for women. Talk given at UC--Riverside, Center for Family Studies. April 8, 1991.
- Tomlinson-Keasey, C. Women who succeed and women who fail in business. Talk given to Annual Women and Business Exposition. May 18, 1991.
- Tomlinson-Keasey, C. Gifted women in their seventies: The Terman study updated. Colloquium given on Biobehavioral sciences. Neuropsychiatric Institute at UCLA. June 10, 1991.
- Tomlinson-Keasey, C. College achievement. Invited talk given to Psi Chi. Riverside, CA April 15, 1992.
- Tomlinson-Keasey, C. Helping adolescents survive. Invited talk prepared for the National Charity League. Riverside, CA, April 29, 1992.
- Tomlinson-Keasey, C. The ebbs and flows of self-esteem during childhood and adolescence. Invited talk given at conference "Enhancing self-image for successful living". Riverside, CA May 2, 1992.

- Tomlinson-Keasey, C., and Gomel, J. N. Women in atypical professions: Predictors and life outcomes. Talk presented at conference "Explorations in mid-life development" co-sponsored by the Henry A. Murray Research Center and the John D. and Catherine T. MacArthur Foundation. Cape Code, MA, September 26, 1992.
- Tomlinson-Keasey, C. Gifted women: The problems they face, the choices they make. Talk presented at the Women's Resource and Research Center. University of California--Davis. Davis, CA, October 13, 1992.
- Tomlinson-Keasey, C. Achievement among women: The father factor. Talk presented at the Psychology Department. University of California--Davis, Davis, CA, Oct 26, 1992.
- Tomlinson-Keasey, C. Role of higher education in Sacramento area. Invited address given to the Leadership Sacramento 1992/1993 class. February 11, 1993.
- Tomlinson-Keasey, C. Juggling the roles of women. Invited address to UC Davis Alumni breakfast. Sacramento, CA, February 10, 1993.
- Tomlinson-Keasey, C. Tracing the lives of gifted women. Invited address for Esther Katz Rosen Symposium on Psychological Development of Gifted Children. University of Kansas, Lawrence Kansas. February 20, 1993.
- Tomlinson-Keasey, C. The Terman women: Lessons about adult development. Invited colloquium presented at the Psychology Department, University of Michigan, March 19, 1993.
- Tomlinson-Keasey, C. Models and mechanisms of adult development in women. Invited colloquium presented at the Institute for Personality and Social Research, University of California--Berkeley, March 9, 1993
- Tomlinson-Keasey, C. Professional women--The issues they face, the choices they make. Invited Address for Association for Women in Science. March 20, 1994. University of California--Davis.
- Tomlinson-Keasey, C. Gifted and female. Invited address at the third biennial Henry B. and Jocelyn Wallace National Research Symposium on Talent Development. May 18-20, 1995.
- Tomlinson-Keasey, C. California's entry into distance education. Invited address at Western College Association. April 16, 1998.

Tomlinson-Keasey, C. California Virtual University: An opportunity for continuing education in the health sciences. Invited colloquia presented at University of California–San Francisco, May 14, 1998.

Tomlinson-Keasey, C. Invited address at APA. Symposium: Telehealth #6: Distance Learning and Patient Education. The California Virtual University. August 16, 1998.

Tomlinson-Keasey, C. California Virtual University: A global Opportunity. Paper presented at the Sixth international Conference on Computers in Education. October 15, 1998. Beijing, China.

Tomlinson-Keasey, C. California.edu: The first six months. Invited address at American Association of Advancement in Science. Symposium on Information Technology and the Future of Education. January 22, 1999." Anaheim, CA.

PAPERS DELIVERED AT PROFESSIONAL CONVENTIONS

Walsh, J. W., and Tomlinson-Keasey, C. Stylistic and response set variance in the SVIB: Fact or Fiction. Presented at the 1966 E. K. Strong, Jr. Memorial Symposium on Interest Measurement at the University of Minnesota, May, 1965.

Keasey, C. B., and Tomlinson-Keasey, C. The hip and straight petitioner. Paper presented at the Easter Psychological Association Convention, April 1971.

Tomlinson-Keasey, C., and Keasey, C. B. Formal operations and moral development: What is the relationship? Paper presented at 80th Annual American Psychological Association Convention, Honolulu, Hawaii, September, 1971.

Tomlinson-Keasey, C. The emergence of specific cognitive operations during the period of formal operations. Paper presented at the Eastern Psychological Association Convention. April, 1972.

Crawford, D. G., Miser, A. L., and Tomlinson-Keasey, C. Classification skills: A critical component of memory. Paper presented at 82nd Annual American Psychological Association. New Orleans, LA. August, 1974.

Tomlinson-Keasey, C. A search for the component operations of formal operations. Symposium paper presented at the Society for Research in Child Development. Denver, Colorado. March, 1975.

Tomlinson-Keasey, C., et al. Accent on Developing Abstract Processes of Thought (ADAPT) in College Freshmen. Paper presented at 5th Annual Jean Piaget Society, June 13-14, 1975, at Philadelphia, Pennsylvania.

Fuller, R. G., Tomlinson-Keasey, C., and others. Dissemination of Piagetian Concepts to College Teachers by means of self-paced modular workshops. Paper presented at 5th Annual Jean Piaget Society, June 13, 1975, at Philadelphia, Pennsylvania.

Crawford, D. G., and Tomlinson-Keasey, C. Effects of cognitively induced positive and negative emotions on hand temperature in non-clinical subjects. Paper presented to Biofeedback Research Society, March 1, 1976, Colorado Springs, Colorado.

Kelly, R. R., and Tomlinson-Keasey, C. Hemispheric processing of words and pictures when presented to the visual hemifields. Paper presented at Nebraska Psychological Association, April 24, 1976, Lincoln, Nebraska.

Tomlinson-Keasey, C., and Crawford, D. G. Organization facilitates memory--If you have the appropriate classification skills. Paper presented at 84th Annual American Psychological Association, September 3, 1976, Washington, D.C.

Kelly, R. R., and Tomlinson-Keasey, C. Hemispheric processing of visual and symbolic materials: The verbal cue still dominates. Paper presented at 84th Annual American Psychological Association, September 2, 1976, Washington, D.C.

Tomlinson-Keasey and others. Developing abstract thought processes in college freshmen: One year later. Paper presented at 84th Annual American Psychological Association Convention, September 7, 1976, Washington, D.C.

Tomlinson-Keasey, C., and Eisert, D. C. A alternate instructional mode for the college classroom. Paper presented at American College Personnel Association, Denver, Colorado, March, 1977.

Tomlinson-Keasey, C. The development of hemispheric specialization. Colloquium presented at University of California--Riverside, April 6, 1977.

Eisert, D. C., and Tomlinson-Keasey, C. ADAPT--A Piaget based interdisciplinary program for college freshmen. Paper presented to

Nebraska Psychological Association, Lincoln, Nebraska, March 21, 1977.

Eisert, D. C., and Tomlinson-Keasey, C. A structural analysis of affective and cognitive functioning during the freshman year. Paper presented to 7th Annual Symposium of the Jean Piaget Society, May 19, 1977, Philadelphia, Pennsylvania.

Tomlinson-Keasey, C., and Eisert, D. C. Doing and thinking: Their relationship in college freshmen. Paper presented to 85th Annual Convention of the American Psychological Association, San Francisco, California, August 30, 1977.

Kelly, R. R., and Tomlinson-Keasey, C. A comparison of deaf and hearing children's hemispheric lateralization for processing visually presented words and pictures. Paper presented at American Educational Research Association, Toronto, Canada, March, 1978.

Tomlinson-Keasey, C., and Eisert, D. Piagetian curricula for the college classroom. Paper presented at 8th Annual International UAP-USC Conference on Piagetian Theory and the Helping Professions. Los Angeles, CA, February, 1978.

Tomlinson-Keasey, C., Campbell, T., and Fuller, R. G. You know more of a road if you travel it. Paper presented at 8th Annual Symposium of Jean Piaget Society, May 19, 1979, Philadelphia, PA.

Tomlinson-Keasey, C., Eisert, D., Kahle, L., Hardy-Brown, K., and Keasey, C. B. A longitudinal study of concrete operations. Paper presented at 86th Annual Convention of the American Psychological Association, August 29, 1978, Toronto, Canada.

Tomlinson-Keasey, C. The structure of concrete operations. Paper presented at 9th Annual Symposium of Jean Piaget Society, June 1, 1979.

Eisert, D., Kelly, R. R., and Tomlinson-Keasey, C. Hemispheric specialization and holistic processing: A developmental study. Paper presented at 87th Annual Convention of American Psychological Association, August 1979, New York, New York.

Walsh, J. A., Keasey, C. B., and Tomlinson-Keasey, C. Influence of response sets on authoritarian and nonauthoritarian attitude scales. Paper presented at Rocky Mountain Psychological Association, April, 1979, Las Vegas, Nevada.

- Tomlinson-Keasey, C., and Smith, L. What develops in hemispheric specialization. Paper presented at the International Neuropsychological Society, February 2, 1980, San Francisco, CA.
- Tomlinson-Keasey, C. Piaget and the paradigm clash. Paper presented at Tenth Annual Conference on Piaget and the Helping Professions, Los Angeles, CA, February 4, 1980.
- Tomlinson-Keasey, C., Smith, C., and Hale, S. Can deaf individuals process sequential material? Paper presented at Ninth Annual International Neuropsychological Society, Atlanta, GA, February 5-7, 1981.
- Tomlinson-Keasey, C. Does listening to language promote hemispheric specialization? Paper presented to Society for Research in Child Development. Boston, MA, April, 1981.
- Tomlinson-Keasey, C., Smith, C., and Hale, S. Spatial and sequential processing in deaf and hearing students. Paper presented to Western Psychological Association, Los Angeles, CA, April 9, 1981.
- Tomlinson-Keasey, C., Brewer, A., and Huffman, K. Hemispheric specialization for words: Phenomena or confound? Paper presented at the 89th annual convention of the American Psychological Association, Los Angeles, CA, August 27, 1981.
- Smith-Winberry, C., and Tomlinson-Keasey, C. Educational Strategies for gifted students. Paper presented at 90th annual convention of the American Psychological Association, Los Angeles, CA, August 23, 1982.
- Tomlinson-Keasey, C., and Smith-Winberry, C. A integration deficit in deaf children. Paper presented at Society for Research in Child Development, Detroit, MI. April 23, 1983.
- Tomlinson-Keasey, C. Individually preferred modes of thought. Symposium on critical thinking. Presented at American Psychological Association, Toronto, Canada. August 27, 1984.
- Warren, L., and Tomlinson-Keasey, C. Personal Documents in a study of suicide among gifted women. Symposium presented at American Psychological Association, Anaheim, CA. August, 1985.
- Cormier, P., Tomlinson-Keasey, C., and Geary, D. C. Spécialisation hémisphérique différente chez les hommes et les femmes lors del'apprentissage du code morse: Analyse des responses. Paper

presented at the 8th Congress of the Quebec society for research in Psychology, Montreal, Canada, November 8, 1985.

Cormier, P., and Tomlinson-Keasey, C. Right visual field advantage for physical and nominal matching in kindergarten to second grade children. Paper presented to the 47th annual convention of the Canadian Psychological Association held in Toronto on June 19-21, 1986.

Tomlinson-Keasey, C., and Warren, L. Suicide among the gifted: A prospective study. Paper presentation in symposium "Realizing the promise of giftedness: Cognitive and affective outcomes. Symposium presentation at American Psychological Association, Washington, D.C. August 22, 1986.

Englert, A., and Tomlinson-Keasey, C. Competence and self-efficacy among the gifted. Paper presentation in symposium "Realizing the promise of giftedness: Cognitive and affective outcomes. Symposium presentation at American Psychological Association, Washington, D. C. August 22, 1986.

Tomlinson-Keasey, C., Englert, A. M., and Warren, L. W. Predicting life outcomes among women. Paper delivered to Society for Research in Child Development, Baltimore, MD, April, 1987.

Cormier, P., and Tomlinson-Keasey, C. The development of hemispheric specialization for letter matching. Paper delivered at American Psychological Association Convention, New York, NY, August, 1987.

Tomlinson-Keasey, C., and Little, T. D. Predicting adult achievements of gifted men and women. Paper presented at Society for Research in Child Development. Kansas City, April 1989.

Cormier, P., and Tomlinson-Keasey, C. Developmental Divided Visual Field Studies: A new task and strategy analysis. Paper presented at Neuropsychologie Expérimentale et Théorique. Montreal, May 1990.

Tomlinson-Keasey, C., and Blurton, E. Similarities and Difference Between Contemporary Women and Terman's Gifted Women. Paper presented at American Psychological Association Convention, Boston, MA, August, 1990.

Tomlinson-Keasey, C., Halpern, B. L., and Lunsford, L. G. Scientific aspirations and achievements among adolescents. Paper presented at

American Psychological Association Convention, San Francisco, CA, August, 1991.

Tomlinson-Keasey, C. The impact of college on women's lives in the 1930's. Paper presented at the American Psychological Association Convention as part of symposium titled Sociohistorical perspectives on longitudinal studies of educated American women. San Francisco, CA, August 1991.

Halpern-Felsher, B. L., Tomlinson-Keasey, C., and Huntley, L. Environmental influences on adolescents' self-perceptions and academic achievement. Paper presented at American Psychological Association. Washington, D. C., August 1992.

Friedman, H. S., Tucker, J. S., Tomlinson-Keasey, C., Schwartz, J. E., Wingard, D. L., and Criqui, M. H. Psychosocial factors in childhood as predictors of longevity. Paper presented at American Psychological Association. Washington, D. C., August 1992.

Tucker, J. S., Friedman, H. S., Tomlinson-Keasey, C., Schwartz, J. E., Wingard, D. L., and Criqui, M. H. Childhood personality predicts longevity. Paper presented at the American Psychological Society. San Diego, CA, June 1992.

Wingard, D. L., Friedman, H. S., Tucker, J. S., Tomlinson-Keasey, C., Schwartz, J. E., and Criqui, M. H. Lack of sex differences in the association of childhood personality and longevity. Paper presented at the Society for Epidemiologic Research. Minneapolis, MN, June 10-12, 1992.

Gomel, J. N., and Tomlinson-Keasey, C. Women in atypical professions: Life antecedents and outcomes. Paper presented at the Association for Women in Psychology. Atlanta, GA, March 12, 1993.

Tomlinson-Keasey, C. Working on personality: Women, careers and midlife development. Symposium presented at American Psychological Association. Toronto, Canada. August 24, 1993.

Tomlinson-Keasey, C. Tracing the lives of gifted women. Ester Katz Rosen invited address delivered at American Psychological Association Convention. Toronto, Canada. August 20, 1993.

Tucker, J. S., Friedman, H. S., Wingard, D. L., Schwartz, J. E., Tomlinson-Keasey, C., and Criqui, M. H. Life span changes in the relationship

between social support and longevity. Paper presented at American Psychological Association. Toronto, Canada. August 20, 1993.

Tucker, J. S., Friedman, H. S., Tomlinson-Keasey, C., Schwartz, J. E., Wingard, D., and Criqui, M. H. Childhood psychosocial predictors of adulthood smoking, alcohol consumption and obesity. Paper presented at American Psychological Association. Los Angeles, CA. August 15, 1994

Tomlinson-Keasey, C. Partner Programs in support of Faculty Recruitment and Retention. Symposium presented at American Association of Higher Education. Washington, D.C., March 19-22, 1995.

Tomlinson-Keasey, C. Gifted Women: Themes in their Lives. Paper presented as part of a symposium titled The development of gifted children: Longitudinal Studies. Society for Research in Child Development, April 2-5, 1997. Washington, D.C.

Tomlinson-Keasey, C. *The California Virtual University*. Paper presented as part of a symposium on Information Technology and the Future of Higher Education. American Association for the Advancement of Science, January 21-26, 1999. Anaheim, CA.

VIII PROFESSIONAL AFFILIATIONS

1. American Psychological Association
2. Society for Research in Child Development
3. American Psychological Society
4. American Association of University Women
5. American Association of Higher Education
6. American Council on Education

IX REVIEWER

Ad hoc reviewer for professional journals and convention presentations

Child Development

Developmental Psychology

Journal of Applied Social Psychology

Journal of Experimental Child Psychology

Journal of Personality and Social Psychology

American Psychologist

Contemporary Psychologist
Human Development
Review of Educational Research
Society for Research in Child
American Psychological Association

Editorial Board and Board Memberships,

Editorial Boards

Journal of Genetic Psychology (1983-present)
Journal of Educational Psychology (1977-1994)
Genetic Psychology Monographs (1983-present)

Ad hoc reviewer for grant proposals

National Science Foundation
Office of Education

Ad hoc reviewer for publishers

Dorsey Press
Allen and Bacon
Lexington Press

Reviewer of Programs

Psychology Department--California State University, Fullerton (1989)
WASC Reviewer--Claremont McKenna College (1990)
WASC Reviewer--California School of Professional Psychology,
Alhambra (1992)
Psychology Graduate Program--University of Nebraska--Lincoln (1992)
WASC Reviewer--California School of Professional Psychology, San
Diego (1994)
WASC Commissioner (1994-1999).

Commissions and Boards

Western Association for Schools & Colleges –Commissioner
Henry Murray Research Center – Radcliff College
Governor’s School to Career Task Force
Central Valley Futures Institute
Great Valley Center
Merced County Economic Development Board
Governor’s Task Force–California Virtual University

X AWARDS AND HONORS

Outstanding Young Individual

Sigma Xi

Lincoln, NE 1977

Research Honorary

Outstanding Educators of America
Psi Chi--Psychology Honorary

Who's Who In America
Who's Who Among American
Women

Distinguished Teaching Award
UC--Riverside 1985

Woman of Achievement in Science
Riverside, 1990

XI GRANTS RECEIVED

EXXON Education Foundation 1975-1977 (Co-Principal Investigator)
Accent on Developing Abstract Processes of Thought \$230,000

SPENCER FOUNDATION 1985-1987 (Principal Investigator)
Self-Efficacy and Competence in Gifted Women \$47,000

MENSA FOUNDATION 1987 (Principal Investigator)
Harbingers of success

SPENCER FOUNDATION 1987-1988 (Principal Investigator)
Self-Efficacy and Competence among Gifted Men \$31,200

NATIONAL INSTITUTE OF AGING 1990-1993 (Co-principal Investigator)
Social and Emotional Predictors of Health and Longevity \$517,571

BOUCHARD FOUNDATION 1990-1991 (Principal Investigator)
Developing a data base for child abuse at Childhelp USA \$22,000

AMERICAN PSYCHOLOGICAL ASSOCIATION 1991 (Co-principal
Investigator) Conference titled "Lives through time: Reflections on the
coherence of personality and development." \$23,000

NATIONAL INSTITUTE OF AGING 1994-1996 (Co-principal Investigator)
Competitive renewal of Social and Emotional Predictors of Health and
Longevity. \$500,000. 1995-1998.

DAVID B. ASHLEY

David Ashley is the Executive Vice Chancellor and Provost at the University of California, Merced. Prior to assuming this position in July 2001, he was the Dean of Engineering at The Ohio State University. He has also held Civil Engineering faculty positions at the University of California - Berkeley, the University of Texas at Austin and the Massachusetts Institute of Technology.

David's principal research and teaching activities are in the area of construction project planning, focusing especially on risk analysis and management of large-scale, complex projects. His recent studies have addressed innovative project financing and new project procurement approaches. His work within this field has brought him recognition as a National Science Foundation Presidential Young Investigator and from the American Society of Civil Engineers with the 2004 Peurifoy Construction Research Award and the 1992 Construction Management Award. In 2000, he also received an Honorary Doctorate from the Chalmers University in Sweden for his academic contributions.

David holds B.S. and M.Sc. degrees in Civil Engineering from the Massachusetts Institute of Technology and M.Sc. (Engineering-Economic Systems) and Ph.D. (Construction Management) degrees from Stanford University.

CURRICULUM VITAE

*David B. Ashley
Executive Vice Chancellor and Provost
University of California, Merced*



Address

University of California, Merced
P.O. 2039
Merced, CA 95344

Telephone: (209) 724-4439
FAX: (209) 724-4424
E-mail: dashley@ucmerced.edu

Summary

DAVID B. ASHLEY is the Executive Vice Chancellor and Provost and holds the Shaffer-George Chair in Engineering at the University of California, Merced. Prior to joining UC Merced in July 2001, David was the Dean of Engineering at The Ohio State University for four years. He has also been on the civil and environmental engineering faculties of UC Berkeley, University of Texas, and M.I.T. His principal research and teaching activities are in the area of construction project planning, focusing especially on risk analysis and management of large-scale, complex projects. His work within this field has brought him recognition as a National Science Foundation Presidential Young Investigator, the Construction Management Award and Peurifoy Construction Research Award from the American Society of Civil Engineers, and an Honorary Doctorate from Chalmers University in Sweden.

Current Responsibilities

The University of California is creating a new university campus in Merced, California. UC Merced will be the tenth campus of the University of California System, and the first American research university built in the 21st century. The campus will open for its first 1,000 students in August 2005 and is planned for an ultimate student capacity of 25,000. As a senior member of the university leadership, Dr. Ashley is involved in all aspects of the campus's planning and development. In his position as Executive Vice Chancellor, he has a key role in physical planning, budgeting and policy determination for the new campus. As Provost, he leads all efforts in establishing the undergraduate and graduate academic programs, degree curriculum, and research and instructional infrastructure. He is responsible for selecting, recruiting and appointing all academic personnel, including the school deans, chief information officer, university librarian and the entire faculty. Once the campus is established, Dr. Ashley will be fully responsible for operations of instructional programs, research office and programs, research institutes, student recruitment and admissions, residential and student life, information technology systems and libraries. Under his leadership, UC Merced will continually plan, design and implement new academic-degree programs to serve the expanding student population.

Educational Data

B. S. in C. E., Massachusetts Institute of Technology, 1973
M. S. in C. E., (Project Management), Massachusetts Institute of Technology, 1974
M. S. in Engineering - Economic Systems, Stanford University, 1975
Ph.D. in C. E., (Construction Engineering and Management) Stanford University, 1977

Experience

- Executive Vice Chancellor and Provost, University of California, Merced, July 2001 to present.
- Dean, College of Engineering, The Ohio State University, November 1997 to 2001.
- University of California at Berkeley, Professor of Civil Engineering, August 1989 - October 1997. Chair of Civil and Environmental Engineering Department, June 1993 – October 1997. Technical area (Construction) group leader 1989 to 1993.
- University of Texas at Austin, September 1982 to August 1989. Associate Chairman of Civil Engineering Department, September 1988 to August 1989. Professor of Civil Engineering, September 1988 to August 1989. Associate Professor of Civil Engineering, September 1982 to August 1988.
- Massachusetts Institute of Technology, 1977 to 1982. Teaching and Research in Graduate Construction Engineering and Project Management Program. Assistant Professor of Civil Engineering, August 1977 to August 1981. Associate Professor of Civil Engineering, Sept. 1981 to Aug. 1982.
- Guy F. Atkinson Company, 1975 to 1977. South San Francisco, CA, Special Studies Analyst - Performed internal consultant role within the areas of Engineering, Estimating, Financial Planning, Information Systems and Legal Claims analysis.
- University of Santa Clara, 1976 to 1977. Teaching in graduate Engineering Management Program.

Honors, Awards and Professional Registration

- Registered Professional Engineer, Texas
- Distinguished Advisor Award - Architectural Engineering, University of Texas at Austin, 1984.
- National Science Foundation, Presidential Young Investigator Award, 1984-1989.
- Fluor Centennial Teaching Fellowship #2 - The University of Texas at Austin, 1985 to 1988.
- Award of Excellence, Halliburton Education Foundation, UT Engineering Foundation Award, 1985
- Ervin S. Perry Student Appreciation Award, The University of Texas at Austin, 1986.
- Phil M. Ferguson Prof. of Civil Engineering, The University of Texas at Austin, 1988 to 1989.
- American Society of Civil Engineers, Construction Management Award, 1992.
- Taisei Endowed Chair in Civil Engineering, 1993 to 1997.
- The John C. Geupel Chair in Civil Engineering, 1997 to 2001.
- Doctor of Technology (*honoris causa*), Chalmers University of Technology, Göteborg, Sweden, 2000.
- Shaffer-George Chair in Engineering at the University of California, Merced, 2001 to present.
- American Society of Civil Engineers, Peurifoy Construction Research Award, 2004.

Representative Publications

- “Modeling Project Performance in Decision Making” (with Luis F. Alarcón), *ASCE, Journal of Construction Engineering and Management*, Vol. 122, No. 3, September 1996, pp. 265-273.
- “The Impact of Early-Planning Decisions on Project Performance” (with Nadia Akel, Chih-Che Tsai and Paul Teicholz), *CIB, 3rd International Symposium on the Applications of the Performance Concept in Building*, Tel Aviv, Israel, December 9-12, 1996.
- “Data-Driven Analysis of ‘Corporate Risk’ Using Historical Cost-Control Data” (with Takayuki Minato), *Journal of Construction Engineering and Management, ASCE*, Vol. 124, No. 1, January/February 1998, pp. 42-47.
- “Evaluating Viability of Privatized Transportation Projects” (with Richard Bauman, Jim Carroll, James Diekmann and Frank Finlayson), *Journal of Infrastructure Systems, ASCE*, Vol. 4, No. 3, September 1998, pp. 102-110.
- “The Impact of Planning Strategies on Project Performance: Learning from Real and Model Projects” (with Luis F. Alarcón and Juan C. Cruz), Serpell, A. (ed.), *Proceedings of the CIB W92 Procurement System Symposium – Information and Communication in Construction Procurement*, Santiago, Chile, March 2000, pp. 329-344.
- “Evaluation and Competitive Tendering of BOT Power Plant Project in China” (with Shou Qing Wang, R.L.K. Tiong, Seng Kiong Ting and David Chew), *Journal of Construction Engineering and Management, ASCE*, Vol. 124, No. 4, July/August 1998, pp. 333-341.

Dr. Lindsay A. Desrochers

Biography

EDUCATION

1980 Ph.D. in Political Science, University of California, Berkeley
1974 MA in Political Science, University of California, Berkeley
1973 BA in Political Science, University of California, Los Angeles
Summa Cum laude and Phi Beta Kappa

Vice Chancellor for Administration at the University of California Merced (August 2000 to present)

Dr. Desrochers is the campus officer responsible for the financial, budgetary and physical facilities planning and construction, and management of the campus. University of California, Merced is the tenth campus of the University of California system of research universities and is currently under construction. The University is the first major research university to be launched in the United States in the 21st century. The University will open in Fall 2005 with 1,000 students and 80 faculty. The campus executive team is organizing all aspects of the new campus and is now recruiting and hiring the first faculty. The Vice Chancellor for Administration is responsible for the construction of the campus, which began November 2002. Further, the Vice Chancellor for Administration is the budget officer for the campus, working with the Chancellor, Executive Vice Chancellor for Academic Affairs and other cabinet members. The Vice Chancellor represents the University for all budget, business and financial matters with the University Office of the President and in Sacramento, the state capital. The Vice Chancellor for Administration also serves on the Board of the University Community Land Company, which will create a full multiple use community adjacent to the campus to serve up to 30,000 residents in the community. She is CFO for this Limited Liability Partnership.

Senior Vice Chancellor for Capital Resources and Treasurer of the Board of Regents, University System of Georgia (1995-2000)

Dr. Desrochers was responsible for a 34-campus system, including community colleges, comprehensive colleges and universities and research institutions. Dr. Desrochers was responsible for all financial, business and facilities policy, planning and management of the University System of Georgia. She also served as Treasurer of the Board of Regents for the University System of Georgia.

Vice President for Finance and Administration, Portland State University, Oregon (1991 to 1995)

As Vice President for Finance and Administration, Dr. Desrochers was responsible for the financial, human and physical resources, business affairs, auxiliary services, campus safety and security, computing and information systems, facilities, and facilities planning.

Associate Director of the Budget, University of California (1988 to 1991)

Dr. Desrochers was responsible for the development, review, and presentation of the UC Budget to State officials and staff.

Additional Activities

Dr. Desrochers served as a 1989-90 ACE Fellow at the University of Virginia. She worked with the California Legislature on education reform and the Assembly Ways and Means Committee; chaired the Executive Board of California State Assembly's Jesse M. Unruth Fellowship Program; published in the areas of education reform, budgetary politics and modern universities; and has taught courses in public policy, public administration, public law, and budgetary politics.

DR. LINDSAY ANN DESROCHERS

University of California, Merced
P. O. Box 2039
Merced, CA 95344

(209) 724-4430
ldesrochers@ucmerced.edu

1980 Ph.D. in Political Science, University of California, Berkeley
1974 MA in Political Science, University of California, Berkeley
1973 BA in Political Science, University of California, Los Angeles
Summa Cum Laude and Phi Beta Kappa

PROFESSIONAL EXPERIENCE:

Vice Chancellor for Administration at the University of California Merced **(August 2000 to present)**

The Vice Chancellor for Administration at University of California Merced, is the campus officer responsible for the financial, budgetary and physical facilities planning and management of the campus. University of California, Merced is the tenth campus of the University of California system of research universities and is currently under construction. The University is the first major research university to be launched in the United States in the 21st century. The University will open in Fall 2004 with 1,000 students and 80 faculty. The campus executive team is organizing all aspects of the new campus and is now bringing the first faculty on board. The Vice Chancellor for Administration is responsible for the construction of the campus, which began November 2002. Further, the Vice Chancellor for Administration is the budget officer for the campus, working with the Executive Vice Chancellor for Academic Affairs. The Vice Chancellor represents the University for all budget and financial matters with the University Office of the President.

Current Service Activities (Past 4 years)

- Member, National Association of College and University Business Officers (NACUBO),
- Public Policy Council, presidential appointment (1996 – present)
- Member, Medical College of Georgia Health Inc, governing board for hospital/ Clinics (March 1999 – present)
- Member, Committee on College Costs, NACUBO, presidential appointment (1998-present)
- USG Departmental Chairs Workshop Instructor, University System of Georgia
- Accreditation Teams, CSU Monterey Bay, University of Guam
- Board Member University Community Land Company, LLC
- Instructor, American Council on Education Fellows Program; 3 day work-shop on higher Education Financial Management for past 8 years
- Chair, WASC Special Team Visit to the University of Hawaii System, 2003

Senior Vice Chancellor for Capital Resources and Treasurer of the Board of Regents, University System of Georgia (August 1995 to September 2000)

The Senior Vice Chancellor for Capital Resources is responsible for all financial, business and facilities policy, planning and management of the University System of Georgia. As part of the Chancellor's three person executive team, the Senior Vice Chancellor for Capital Resources oversees accounting, budgeting, auditing, capital outlay planning and various business processes and policies as well as working in close association with the Senior Vice Chancellor for Academic Affairs on strategic planning for the University System. The University System of Georgia (210,000 students) is currently planning for enrollment growth of approximately between 10 - 15% in the next decade. The System has a \$4.0 billion budget, thirty-four institutions including four research universities (Georgia Institute of Technology, University of Georgia, Georgia State University and the Medical College of Georgia), fifteen state universities, thirteen two-year colleges as well as a number of campus centers including Skidaway Institute of Oceanography. The Senior Vice Chancellor is elected annually to serve as Treasurer of the Board of Regents and is responsible for investment policy and management of pooled funds. Also under her leadership, the University System of Georgia has undertaken physical master planning for all campuses; has launched and/or completed 140 major capital outlay projects funded with State bonds (totally \$1 Billion); and has regularized the funding of major renovation and repair on all campuses. Finally, under her leadership, the University System is implementing a university-wide financial information system with the goals of modernizing business systems and meeting the new requirements of the Government Accounting Standards Board. The Senior Vice Chancellor maintains an advisory council of thirty-four Chief Business Officers on all financial, business and facilities matters. The Senior Vice Chancellor for Capital Resources works with a 15-member Board of Regents, key officers in the Governor's and legislative offices, the State Attorney General's office, the State Auditor, various other state officers as well as various advisory councils of college and university presidents and vice presidents. With respect to the Board of Regents, the Senior Vice Chancellor staffs on a monthly basis four Board Committees: Finance and Business Operations; Real Estate and Facilities; Audit; and Teaching Hospital

Vice President for Finance and Administration, Portland State University (October 1991 to July 1995)

Responsible for financial, human and physical resources for campus of 15,000 regularly enrolled and 20,000 continuing education students at Portland State University (PSU). Included direct responsibility for Budget, Business Affairs; Information Technologies; Human Resources; Campus Police; Auxiliary Services; and Physical Plant units. Major policy making role for campus as member of President's Executive Team and Member of the Oregon State System of Higher Education Administrative Council.

Some particular areas of accomplishment: organized general reorganization of campus administration; planned and implemented significant budget reduction requirements; co-sponsored with Provost, PSU's participation in PEW Collaborative, University of Pennsylvania; managed complete conversion of University's financial information systems;

initiated and supervised analysis of state system funding formula for Portland State University; initiated and guided the PSU Quality Initiative; served on University's Athletic Committee; launched development of a "University District" within central city of Portland and obtained national funds to launch first building in urban center core campus; chaired successful search for new dean of the school of Business Administration; worked with the President's Development Council and PSU Foundation to set priorities for fundraising campaign. With the office of Academic Affairs, created a campus-wide Information Technology Plan and appointed a new IT director to implement such; Acting President on numerous occasions over duration of this period. (See page seven for detail.)

Associate Director of the Budget, University of California (1988 to 1991)

As Associate Director of the Budget for the nine campus system of the University of California, had responsibilities in the development, review, presentation to the State and management of the University's operating and capital budgets. (UC's total operating budget at the time was over \$6 billion, of which over \$2 billion was State funds.) (See page eight for detail.)

Also served as a Special Assistant to the Vice President for Budget and University Relations for specific assignments.

Assistant Director of the Budget, University of California (1984 to 1988)

Same general responsibilities as above with the exception that with promotion to Associate took on specific responsibilities related to the capital budget and supervision of all legislative bill analyses.

American Council on Education Fellow, University of Virginia (1989 to 1990)

Nominated by the Senior Vice President for Academic Affairs and the Vice President for Budget and University Relations of the University of California, I was selected as a 1989-90 ACE Fellow. I undertook the fellowship at the University of Virginia with the President, Provost, Vice President of Health Sciences and Dean of the Faculty. The fellowship provided comprehensive exposure to academic management. I completed the final month at the American Council on Education in Washington, D.C. (See page nine for detail.)

Other Professional Experience:

- 1991 - Associate Professor of Public Administration, School of Urban and Public
to 1995 Portland State University
- 1988 - Lecturer, Graduate School of Public Policy, University of California,
Berkeley
- 1982-84 - Principal Consultant, Education Committee, California State Assembly

- 1981-82 - Senior Consultant, Office of Research, California State Assembly

- 1979-82 - Assistant Professor of Government, Saint Mary's College
Moraga, California

- 1978-79 - Graduate Instructor, Department of Political Science
University of California, Berkeley

- 1977-78 - Legislative Analyst, Office of Academic Affairs
President's Office, University of California

- 1977 - Lecturer, Department of Political Science
California State University, San Francisco

- 1975-76 - Consultant, Approach Associates (Health and Criminal Justice
Planning Consultants), Oakland California

- 1975-76 - Graduate Teaching Associate/Assistant, Department of Political Science,
University of California, Berkeley

- 1974-75 - Fellow (functioned as staff), Ways and Means Committee and Subcommittee
on Mental Health and Development Disabilities, California State Assembly

- 1972-73 - Research Assistant, Department of Political Science, University of California,
Los Angeles

Other Management Training:

- 1985 University of California's Management Institute, Irvine Campus. Ten day
intensive institute in the management of the University of California

Other Fellowships and Honors:

- 2000 Council of Fellows Award for Distinguished Service, submitted by ACE Fellows
National Council

- 1994 Innovative Management Achievement Award, National Association of College and
University Business Officers, submitted for Portland State University, award granted
for strategic planning (comparable to the Malcolm Baldrige Award for Higher
Education)

- 1989 Management Incentive Award for Outstanding Achievement, President's Office,

University of California

1988 Invited Participant, National Identification Program. 40th Forum, American Council on Education

- 1988 Management Incentive Award for Outstanding Achievement, President's Office, University of California
- 1981 Finalist, Congressional Fellowship Program
- 1974 Fellow, California State Assembly's Jesse M. Unruh, Fellowship Program
- 1973 Graduate Study Fellowship, Department of Political Science, University of California, Berkeley
- 1973 Awarded Regents' Fellowship for Graduate Study at the University of California, Los Angeles
- 1973 Summa Cum Laude, Phi Beta Kappa and Highest Departmental Honors at Graduation (UCLA)

Selected Written Work:

Ph.D. Dissertation:

- 1980 "Federal Government Sponsored Advocacy: A Study in Public Learning - a comprehensive look at policy making in the field of advocacy programs for the poor and handicapped." (Covers health, education and legal services policies and administration)

MA Thesis:

- 1974 "Subcommittee Chairmanships in the U.S. House of Representatives - a study of the turnover of subcommittee chairmanships to 1974"

"The Innovators✘: They Did it Their Way" in Business Officer, July, 1994 (concerning the administrative transformation of Portland State University)

"A Vision for a University District", with University District Steering Committee, Portland State University, 1994

"From the Ivory Tower to the Unisearchity", in Education Record, Fall, 1991 with Don E. Detmer.

The Hughes-Hart Educational Reform Act of 1983. California State Legislature, signed into law, June 1983 (several sections)

"Youth's Future in the California Economy: A Discussion Paper," Office of Research, California State Assembly, 1982.

"Fiscal Role and Partisanship in California's Budgetary Process, 1962-76" in PublicBudgeting and

Finance. Fall, 1981

"Some Notes on Political Lawyers and Social Change", in American Legal Studies Forum. Fall, 1980

TEACHING EXPERIENCE:

Taught fifteen different lower/upper division and graduate courses at the University of California, Berkeley, Saint Mary's College; San Francisco State University, and Portland State University in public policy, public administration, public law, American and state government and politics including budgetary politics, and Leadership in Society.

CONSULTING EXPERIENCE:

Consulting activities with various local governments in California and the states of New Mexico, Ohio, Oregon, California and Washington D.C. on budgets, advocacy, health, and criminal justice programs

SELECTED ACADEMIC AND ADMINISTRATIVE SERVICE:

Chair, Host Committee (1995), Western association College and University Business Officers (WACUBO).

Member, Ad Hoc Committee on the Big Sky Option (Intercollegiate Athletics Conference Affiliation study) Portland State University, 1994.

Chair, University District Steering Committee, 1993-94, to create University District Plan as part of Central City Plan in Portland, Oregon.

Member, Accrediting Team with WASC for Reaccreditation of California State University, Fresno, Fall 1993 (Chair, Curtis McCray, President Milliken University, Illinois).

Chair, National Association College and University Business Officers (NACUBO) Human Resources Committee, 1993-96. Appointed by President of NACUBO.

Co-sponsor Portland State University PEW Charitable Trust Collaborative, University of Pennsylvania, 1993-1994.

Member, Rocky Mountain Business Officers, elected by Vice Presidents for Business for western states' universities, 1994.

Member, Coordinating Committee of the American Council on Education, National Identification Program, Northern California Region, 1989.

Member, Budget Committee of California Concerns, an organization of women in higher education administration, 1988.

Chair, Ad Hoc Elections Procedure Reform Committee of the Academic Senate, Saint Mary's College, 1979.

Member, Western Political Science Association's Committee on the Status of Women, 1976.

SELECTED PUBLIC SERVICE ACTIVITIES:

Member, Multnomah County "Results" Committee, appointed by County Chair, Beverly Stein, 1993-94.

Member, Portland Rotary Club, 1993, 1994.

Chair, Executive Board of California State Assembly's Jesse M. Unruh Fellowship Program, (elected for two years), member from 1979-1991. (Selected 18 fellows each year to work in the California State Assembly).

Chair, Legislative Committee, Albany Children's Center, 1973-74.

Panelist, California State Assembly Speaker's Conference for Leadership Women, 1986.

INVITED LECTURES, SEMINARS, AND PUBLIC ADDRESSES:

Invited Panelist for Academic Excellence and Cost Management Award program, American Council on Education, 2000

Invited speaker to 1998-99 Leadership Gwinnett class on Post-Secondary Opportunities, Gwinnett Chamber of Commerce/Leadership Gwinnett Steering Committee and Education Day Program Committee, 1999

Numerous speeches to university and college audiences representing the University System of Georgia, 1995 to present

Invited Panelist to Georgia Legislators Womens Leadership Conference, 1998

Invited Presentation to the City Club of Portland on development of Urban University District within Portland Central City Plan, July, 1994.

Invited to do joint lecture with Portland State University Provost to KPMG Re-Engineering Consortium, Washington, D.C., March, 1994 for 20 participating colleges and universities.

Invited Panel participant; "Continuous Quality Improvement at Two Award Winning Universities", NASULGC Annual Meeting, November, 1994.

Invited Panel participant; "What's Quality Got to do With It?", Oregon Employment and Training Association, January, 1994.

Instructor, Leadership Oregon, 1993.

Instructor, American Council on Education Fellows Workshop on Higher Education Finance Issues annually for past 8 years.

"The California State Legislature and the Budgetary Process", invited lecturer in several classes at the University of California, Berkeley and California State University, San Francisco, 1982, 1983, 1985, 1986.

"The University of California: Budget Process and Relations with State Government" to the California Assembly Fellows, 1987 and 1988.

Keynote address: "History of the California State Assembly Fellowship Program" at Annual Dinner of the California State Assembly Fellowship Board, June, 1989.

Workshop on the University of California Budget Process, University of California, San Francisco, Spring, 1988.

Several speeches, radio discussion programs and working sessions throughout California on statewide education reform legislation 1981 through 1984.

Several speeches and debates on Oregon ballot initiatives and higher education finance issues, 1992-94.

TRAVEL:

United States (42 states so far); Canada (coast to coast); Bahamas; England; France; Austria; West Germany; Switzerland; Holland; Italy; Monaco; Hong Kong; Ireland; Singapore; Bali; Mexico; Puerto Rico; and Liechtenstein!

DETAILED DESCRIPTION OF PROFESSIONAL EXPERIENCES:

As Vice President for Finance and Administration at Portland State University, I had comprehensive responsibility for campus operations and played a critical role in the redesign of PSU as a model urban university. The following is a partial list of responsibilities and activities:

- ② Managed the reorganization of campus operations as a result of comprehensive administrative review in 1991 and budget reductions;

- ④ Managed campus fiscal operations and planning, including redesign of the campus budget allocations due to significant reductions in State dollars;
- ④ Negotiated new budget allocations with the Oregon State System office based on our PSU analysis of the State funding formulas;
- ④ Managed all physical plant and facilities planning for a campus with 39 buildings in downtown Portland. Launched a major and unique University District Plan which was adopted by the City as part of the Central City's Plan. (Worked with all major governments; neighborhood associations; business associations in this effort.);
- ④ Oversaw a program of personnel transitions for laid off employees;
- ④ Created and implemented as a permanent feature of the University, a Quality Initiative which involves all levels of employees in continuous redesign of work processes;
- ④ Managed the complete conversion of the University's financial information system to the new Banner SCT product, including structuring broad-based campus staff training;
- ④ Created an Information Technology Plan, Phase I in collaboration with the Office of Academic Affairs; restructured all information technologies on campus and recruited successfully a new director in this area to strengthen services for academic functions;
- ④ Represented the University at the Administrative Council of the Oregon State System of Higher Education; at the State Board meetings; PEW Collaboratives, ACE, NASULGC and NACUBO; and numerous public forums.
- ④ Worked with PSU University Foundation on various issues, including restructuring of Foundation and development staff arrangements.

As **Associate (or Assistant) Director of the Budget** at the President's Office of the University of California (Nine campus system) since 1984, I had major responsibility for the University of California's budget development and especially representation an Advocacy to State officials:

- ④ Served as policy advisor to the Associate Vice President and Director of the Budget, the Vice President for Budget and University Relations as well a four other vice presidents, and campus officers of the nine University of California campuses on matters concerning the University of California operating and capital budgets;

- ④ Managed system relations with all relevant California State offices including the Department of Finance, the Legislative Analyst's Office, legislative committees, and the California Post-Secondary Education Commission on matters concerning the University of California budget;
- ④ Managed the budget analysts in the Office of the President in conjunction with the Associate Vice President and Director of the Budget on matters concerning the preparation, review, and presentation of the University budget, including but not limited to specific reports on enrollments, research institutes, student fees, and indirect cost recoveries, operation and maintenance of plant, and specific capital construction projects to be funded and/or under construction on UC campuses;
- ④ Served as a principal university witness before state finance agency and legislative budget hearings on the University of California budget, and responsible for preparing all University witnesses and materials for budget presentations;
- ④ Managed all staff assessments of proposed legislation which had budgetary and fiscal policy implications for the University;
- ④ Consulted on a regular basis with campus budget officers regarding the development of appropriate budget policies and strategies;
- ④ Maintained ongoing liaison with executive staff in the system-wide offices of Academic Affairs; Agriculture and Natural Resources; Hospitals; and Administration; as well as with the University Council and Treasurer on budgetary matters and with various officers within the California State University system and Chancellor's Office of the California Community Colleges.

As an **American Council on Education Fellow** at the University of Virginia during 1989-90 I undertook a variety of activities:

- ④ Participated in the President's regular executive team meetings and President's meetings with local elected officials, educators, student council officers, as well as the University's Board of Visitors meetings;
- ④ Participated in the Provost's regular staff meetings, interacting with deans, program directors, faculty and the provost's staff on numerous matters including faculty promotion and tenure decisions; faculty and program director hiring; faculty salary increases; enrollment growth; teaching assistant training; academic computing, affirmative action and civil rights issues on campus; and

numerous budget matters;

- ④ Reviewed faculty files on promotion and tenure and participated in deliberations of the Dean's of the Faculty's Advisory Committee on Promotion and Tenure for the School of Arts and Sciences and the Provost's Advisory Committee on Promotion and Tenure;
- ④ Reviewed files for faculty recruitment and participated in the Dean of the Faculty's interviews with prospective faculty members as well as with prospective department chairs;
- ④ Reviewed departmental budget materials and participated in the Dean of the Faculty's interviews with prospective faculty members as well as with prospective department chairs;
- ④ Reviewed departmental budget materials and participated in the Dean of the Faculty's evaluations of faculty salary increases and program budget needs;
- ④ Reviewed and evaluated all proposals for the University's Academic Enhancement Program and made recommendations to the Vice President for Health Sciences on those proposals;
- ④ Participated in the Vice President for Health Sciences' deans' and directors' retreats, various staff sessions on health sciences related administration and sessions of the National Library of Medicine with Vice President who served as NIH library chair;
- ④ Participated in national and regional meetings and training sessions of the ACE Fellowship Program which covered a great variety of important issues in higher education including, among others:
 - ④ campus executive and board leadership;
 - ④ university/college system organization;
 - ④ state councils' and commissions' roles;
 - ④ financial and institutional planning;
 - ④ affirmative action for student and faculty populations;
 - ④ multicultural campus environments;
 - ④ the quality of undergraduate education;
 - ④ relations with community colleges and schools;
 - ④ graduate and undergraduate financial aid;
 - ④ federal research conflict of interest regulations;
 - ④ hazardous wastes and environmental legal requirements;

- ⑥ collective bargaining.

We visited and had extensive presentations on the universities, colleges, and relevant governmental agencies in Maryland, Colorado, Texas, California, Virginia, Puerto Rico and Washington, D.C.;

- ⑥ Jointly authored an article (with the Vice President for Health Sciences at the University of Virginia (concerning the nature of the contemporary research university (as a generic institution) and the advocacy strategies which will be needed to obtain adequate resources for such institutions in the future.

As **Staff Consultant in the California State Legislature**, my duties had significant implications for education in the State of California:

- ⑥ Served as principal staff person for the Education Committee of the State Assembly responsible for analysis of and recommendations on all proposed legislation affecting education in California; also researched, created, and drafted numerous legislative bills including legislation on university and college teacher preparation;
- ⑥ Was on a team of staff who wrote The Hughes-Hart Educational Reform Act of 1983, (SB813), a comprehensive measure affecting finance as well as numerous programmatic and procedure aspects of the State schools and colleges. The new law introduced concepts of merit pay, teacher training in computing, and significantly higher curricular requirements for high school graduation as well as changes in the school funding formulas which resulted in an additional billion dollars for California schools;
- ⑥ Was staff liaison from the Education Committee to the Assembly Ways and Means Committee on all budgetary matters pertaining to education and earlier served as a budget analyst for the Ways and Means committee, responsible for several major parts of the State budget;
- ⑥ Developed and implemented a proposal for the formation of a State Commission on the Teaching Professional which was jointly sponsored by the chairs of the two education committees in the Legislature and the State Superintendent of Public Instruction. The Commission was funded by a special two year Hewlett Foundation grant which I arranged. The final report was the basis for legislation;
- ⑥ Project manager for an Assembly Office of Research assessment of the training and education of California youth. Organized a major conference of educators, business leaders, and legislators. Funded by The Ford Foundation and State Assembly, the conference took place in Los Angeles in 1983. My research team authored the conference report submitted to the Legislature;

- ④ As staff to the Education Committee, made several public speeches to explain legislative education reform activities;

As an Assistant Professor, Graduate Instructor and Teaching Assistant, I undertook the normal duties of a faculty member.

- ④ Taught in the fields of public policy, public administration, public law, and American politics with a focus on budgetary politics and issues of organizational advocacy. I personally prepared all of these courses, tailoring the syllabi as appropriate;
- ④ Carried the normal student academic advising load and faculty committee activities appropriate to an assistant professor and graduate instructor;
- ④ Supervised several teaching assistants;
- ④ Undertook research on budgetary processes and legal advocacy and published in this area;
- ④ Organized a special course on the Washington, D.C. political community which was conducted in Washington with twenty students from California for a full month;
- ④ Chaired a College-wide Faculty Senate Committee on Election Procedures Reform which developed a new procedure for faculty elections to the Academic Senate. (It was implemented);
- ④ Organized and established a Committee on the Status of Women at Saint Mary's College to address the concerns of faculty and administration women;
- ④ Attended professional association meetings in political science and legal studies with the aid of faculty travel grants.

REFERENCES:

Dr. Richard Atkinson
President
University of California
Telephone (510) 987-0700

Mr. Steven Arditti
Director, Government Relations
University of California
Sacramento, California
Telephone (916) 445-9924

Mr. Robert Atwell
Former President, American Council on Education
Presently with the University of Washington
Telephone (941) 383-4046

Mr. William Baker
Former Vice President for Budget and University Relations
President's Office
University of California
Telephone (707) 442-5886

Mr. Lawrence Hershman
Associate Vice President and Director of the Budget
University of California
Telephone (510) 987-9101

Dr. Juan Mestas
President
University of Michigan
Flint, Michigan
Telephone (810) 762-3322

Dr. William K. Muir
Professor Emeritus
Department of Political Science
University of California, Berkeley
Telephone (510) 642-4685

Dr. Robert O'Niel
President Emeritus
University of Virginia
Telephone (804) 295-4784

Dr. Michael Reardon
Former Provost & Vice President of
Academic Affairs
Portland State University
Telephone (503) 725-3422

Dr. Marlene Ross
American Council on Education
Director, Center for Leadership Development
Washington, D.C.
Telephone (202) 939-9328

Keith E. Alley
University of California-Merced
P.O. Box 2039, Merced, California 95344
Phone: (209) 724-4341
e-mail: kalley@ucmerced.edu

Professional Experience:

Current Positions:

- 2002 - Vice Chancellor for Research and Dean of Graduate Studies, University of California-Merced
- 2002- Founding Faculty - Professor of Biology, School of Natural Sciences, University of California-Merced

Prior Academic Positions:

- 1985 - 2002 Professor of Oral Biology, College of Dentistry, Ohio State University
- 1985 - 2002 Professor, Department of Cell Biology, Neurobiology and Anatomy College of Medicine, The Ohio State University
- 1980 - 1985 Associate Professor, Department of Anatomy School of Medicine, Case Western Reserve University
- 1980 - 1985 Associate Professor, Department of Oral Biology School of Dental Medicine, Case Western Reserve University
- 1974 - 1980 Assistant Professor, Department of Anatomy, School of Medicine, Case Western Reserve University

Prior Administrative Positions:

- 2000 - 2002 Senior Associate Vice President, Office of Research, The Ohio State University
- 1999 - 2000 Interim Vice-President for Research, Ohio State University
- 1999 - 2000 President, the Ohio State University Research Foundation
- 1991 - 1998 Associate Dean for Research and Graduate Studies, College of Dentistry, Ohio State University
- 1985 – 2000 Chairman, Department of Oral Biology College of Dentistry, Ohio State University

Education :

University of Illinois	B.S.	1967	Biology
University of Illinois	D.D.S.	1968	Dentistry
University of Illinois	M.S.	1968	Anatomy
University of Illinois	Ph.D.	1972	Anatomy/Neuroscience
University of Iowa	Postdoctoral	1972-74	Neurobiology

Keith E. Alley - Curriculum Vitae

Honors:

Omicron Kappa Upsilon, National Honorary Society
(President, Theta Chapter, 1995 - 1996)
NIH predoctoral NRSA, 1968 - 1972
NIH postdoctoral NRSA, 1972 - 1974
NIH Research Career Development Award, 1976 - 1981
Teaching Excellence Awards, CWRU, 1975, 1978, 1979, 1980, 1985
NIH, DRG Study Section, 1988-1992

Memberships:

American Association for the Advancement of Science
Society for Neuroscience
Federation of American Societies for Experimental Biology
American Association of Anatomists

Educational Responsibilities:

Undergraduate Curriculum

Teaching:

-Program Brain 1976-1984

Professional Curriculum

Teaching:

-Anatomy & Craniofacial Development 1974-1985 (director, 1976-1985)
-Neurobiology 1974 – 1985 (course director, 1975-1984)
-Oral Biology (course director, 1987 – 1993)
-Craniofacial Biology 1993-2002

New Course Development:

-Anatomy and Craniofacial Development
-Integrative Neurobiology
-Oral Histology and Craniofacial Developmental Biology
-Oral Physiology
-Advanced Topics in Oral Biology
-Cell and Molecular Biology of Wound Healing

Curriculum Development:

- Revamped Oral Biology curriculum to focus on modern biological science, problem solving and experimental science
-Integration of basic and clinical sciences
-Critical thinking skills, analysis of case studies, primary literature, writing

Graduate Curriculum

Teaching:

-Functional Morphology of Primates (course co-director), 1976
-Developmental Neurobiology (course director), 1986 - 1997

Keith E. Alley - Curriculum Vitae

- Cell and Molecular Aspects of Wound Healing (course director), 1994
- Advanced Topics in Oral Biology (course director), 1991 - 2000

Course Development:

- MS core curriculum: Statistics, Epidemiology, Experimental Design, Wound Healing Modules
- Advanced Oral Biology Ph.D. Course Offerings
- Developmental Neurobiology Course Content

Curriculum Development:

- M.S. Core Curriculum focused on clinical science
- Oral Biology Ph.D. Program
- Neurobiology Ph.D. Program

Graduate Advising:

- 15 Masters Committee - chaired three
- 26 Doctoral Dissertation Committees - chaired five
- 34 Doctoral Candidacy Exam Committees
- External examiner, Faculte des Etudes Superieures, Universite de Montreal

Service Responsibilities

Case Western Reserve University

Department of Anatomy:

- Departmental Seminar Series, Director, 1975-1977
- Graduate Studies Committee, 1977- 1982

Schools of Medicine and Dental Medicine:

- Student Standing and Promotion, 1981-1985
- Research Committee (Chair), 1981-1985
- Faculty Retreat Committee, 1982
- Curriculum Committee (Chair), 1982-1985
- President, Cleveland Chapter IADR, 1982-1984
- Professional's Day Student Research Forum (Chair), 1983-1984
- Accreditation Steering Committee (co-chair), 1984-1985

University:

- Research Committee of the University Senate, 1983-1985
- Ad Hoc Committee on the Future of the Dental School, 1982
- Program Brain, Advisory Committee, 1978-1981
- Society for Neuroscience - Cleveland Chapter (President) 1977-1978

Ohio State University

College of Dentistry:

- Executive Committee, 1985- 2000
- Academic Progress Committee, 1986-2000
- Graduate Studies Committee (Chair), 1991-1999

Keith E. Alley - Curriculum Vitae

- Research Committee, 1985-1990, (*ex officio*) 1991-1998
- Strategic Planning Committee (Chair), 1987-1989
- Oral Biology Ph.D. Planning Committee (Chair), 1987-1990
- Accreditation Steering Committee, 1989-1992; 1997-1999
- Promotion and Tenure Committee, 1990-1992; 1999-2002, chair, 01-02
- Basic Science Curriculum Review (Chair), 1997-1998

University:

- Presidential Fellowship Committee (Chair), 1986-1989
- Neuroscience Graduate Studies Committee, 1988-1993
- Central Electron Optic Facility-Steering Committee, 1988-1992
- University Senate, 1989-1992
- Distinguished University Professor Selection Committee, 1990
- Sullivant Award Selection Committee, 1992
- Research Space Advisory Committee, 1992-1994
- Research and Graduate Council (Chair '97-'98), 1994-1998
- OSHA Implementation Advisory Committee, 1996-1999
- Executive Committee of Graduate School, 1995-1996
- Graduate School Curriculum Committee (Chair), 1995-1996
- Search Committee, Associate Dean, Vet Med, 1996-1997
- University Research Commission, 1996-1998
- Academic Enrichment Evaluation Committee, 1998, 1999
- Research Committee, (Chair) 1996-1998
- Council on Academic Affairs, 1999-2000
- Graduate Fellowship Awards Committee, 1999-2000
- Campus Microscopy and Imaging Steering Committee, 1999-2000

University of California

- School of Social Sciences Humanities and Arts, Dean Search Committee, (Chair), 2002
- Council of Grad Deans representative to Coordinating Council on Graduate Education, 2003-2004
- Vice Chancellor for Administration, Search Committee (Chair), 2005
- System-wide Task Force on Graduate and Professional Education, 2005

National and International Service

- Ad Hoc member NINCDS Study Section, 1977
- NIH Site Visits, 1977, 1989, 1990, 1994 (Chair).
- Special Review, Oral Biology and Medicine, 1987-1992
- NSF Grant Reviews, 1987-2000
- NIH, MDCN-5 Study Section, 1999 (chair)
- Satellite Symposium: Molecular Aspects of Synaptogenesis (co-organizer), 1988

Keith E. Alley - Curriculum Vitae

- IADR Neuroscience Group, Symposium Chair, 1990-1993, 1999
 1. Myoneural determinants of developing jaw-function
Acapulco, 1990
 2. Psychoneuroimmunology, Chicago, 1992
 3. Neurotropic viruses; Experimental and Clinical Implications,
Seattle, 1993
 4. Neuronal Modulation of Wound Healing, Vancouver, 1999.
- Graduate Program Review, University of Maryland (chair) 1991
- AADR Student Research Fellowship Committee, 1992-1996
- Review of Dental Basic Sciences, University of Maryland, 1992
- Consultant to Eastman Dental Center, 1993
- Advisory Committee, University of Minnesota DSA program, 1993-2000
- IADR Neuroscience Group, President, 1994-1995
- Edison Biotech Corp, Advisory Council, 1994-1995
- IADR Membership and Recruitment Committee, 1995-1998
- AADR Membership and Recruitment Committee, 1997-2000
- Advisory Committee, Univ. of Maryland NRSA, 1998-

Elected Offices:

- Neuroscience Group - International Association for Dental Research
Program Chairman and President-elect, 1993-1994
President, 1994-1995; Councilor, 1995-1997
- American Association for the Advancement of Science, Section R,
Councilor, 2001-2005

Editorial Responsibilities

Editorial Board:

- Journal of Dental Research, 1995-1999

Editorial Review:

Journal of Comparative Neurology; Neuroscience; Brain Research
Bulletin; Journal of Dental Research; Archives of Oral Biology; American
Journal of Anatomy; Neuroscience Letters; Cells Tissues Organs;
Developmental Biology; Anatomical Record

Corporate and Foundation Boards:

Transportation Research Center, Inc.; Ohio Aerospace Institute; SciTech-Ohio;
Prologue International; Orton Ceramics; National Research Regulatory Institute;
The Yosemite Association

Research and Training Support:

Keith E. Alley - Curriculum Vitae

- 1972-1974 Analysis of Neuronal Clusters in the Mesencephalic Nucleus. NIDR, \$33,000, Principal Investigator, FO3 DE-53223.
- 1974-1976 Development of Brain Stem Motor Centers, CWRU, \$50,000, Principal Investigator, University Seed Grant
- 1976-1982 Ontogenesis of Brain Stem Visuo-motor Neurons, NINCDS, \$385,390, Principal Investigator, RO1 NS-12781.
- 1976-1981 Research Career Development Award, NINCDS, \$157,800, Principal Investigator, KO4 NS-00147.
- 1981-1991 Neural Aspects of Craniofacial Morphogenesis, NIDR, \$562,000, Principal Investigator, RO1 DE-05574.
- 1985-1986 Biomedical Instrumentation Grant, NIGMS, \$280,000, Co-Investigator.
- 1985-1990 Short Term Research Training in the Health Sciences, NIH, \$50,320, Principal Investigator, T35 DE-07155.
- 1987-1988 Multiuser Biomedical Instrumentation Grant, NIGMS, \$300,000, Co-I.
- 1987-1990 Regulation of Metamorphic Myogenesis and Myolysis, NIDR, \$93,000, PI
- 1989-1994 Neuronal Development, Plasticity and Regeneration, NINCDS, Training Grant, Co-Investigator.
- 1990-1991 Biological Mechanisms of Craniofacial Adaptation, NIDR, Conference Grant, \$98,000, Co-Investigator.
- 1995-1997 Synaptic dynamics in the trigeminal motor complex, AADR, \$19,000, P.I.
- 1999-2002 Ohio Learning Network, State of Ohio, \$4,200,000, P.I.
- 2003-2004 Sierra Nevada Research Institute, Dept. of Education, \$250,000, P.I.
- 2003-2004 Major Research Instrumentation, Dept. of Education, \$250,000, P.I.
- 2004-2009 Alliance for Graduate Education and the Professorate, NSF, \$301,000, P.I

Publications

Alley, K. (1973). Quantitative analysis of the synaptogenic period in the trigeminal mesencephalic nucleus. *Anat. Rec.*, 177: 49-60.

Alley, K. (1974). Morphogenesis of the trigeminal mesencephalic nucleus in the hamster: Cytogenesis and neurone death. *J. Embryol. Exp. Morph.*, 31:99-121.

Simpson, J.I. and **K.E. Alley** (1974). Visual climbing fiber input to the vestibulo cerebellum: A source of direction specific information. *Brain Res.*, 82: 302-308.

Alley, K., R. Baker and J. Simpson (1975). Afferents to the vestibulo-cerebellum and the origin of the visual climbing fibers in the rabbit. *Brain Res.*, 98:582-589.

Alley, K. (1977). Anatomical basis for the interaction between the cerebellar flocculus and the brain stem. *Devel. in Neurosci.*, 1: 109-117.

Furgeson, J., M. Cole and **K. Alley** (1977). Is there a decussation of the facial motor root? An experimental neuroanatomical study. *Trans. Am. Neurol. Assoc.*, 102:51-53.

Shaw, M. and **K. Alley** (1981). Generation of the ocular motor nuclei and their cell types in the rabbit. *J. Comp. Neurol.*, 200:69-82.

Shaw, M. and **K. Alley** (1982). Generation of motoneurons in the rabbit brainstem. *J. Comp. Neurol.*, 207: 203-207.

Alley, K. and M. Barnes (1983). Birthdates of trigeminal motoneurons and metamorphic reorganization of the jaw myoneural system in frogs. *J. Comp. Neurol.*, 218: 395-405.

Barnes, M. and **K. Alley** (1983). Maturation and recycling of trigeminal motoneurons in anuran larvae. *J. Comp. Neurol.*, 218:406-414.

Alley, K. and J. Cameron (1983). Turnover of anuran jaw muscles during metamorphosis. *Anat. Rec.*, 205: 7a-9a.

Davidovitch, Z., O. Nicolay, **K. Alley**, R. Lanese, J. Shanfeld (1988). First and second messenger interaction in stressed connective tissue *in vitro*. In: *The Biology of*

Keith E. Alley - Curriculum Vitae

Tooth Movement, Eds, L.A. Norton and C.J. Burstone, CRC Press: Boca Raton, pg 97-129.

Rosenthal, B. and **K. Alley** (1988). Trigeminal motoneurons in frogs develop a new dendritic field during metamorphosis. *Neurosci. Lett.*, 95: 53-58.

Alley, K. (1989). Myofiber turn over is used to retrofit frog jaw muscles during metamorphosis. *Amer. J. Anat.*, 184: 1-12.

Alley, K. (1990). Retrofitting larval neuromuscular circuits in the metamorphosing frog. *J. Neurobiol.*, 21: 1092-1107.

Nicolay, O., Z. Davidovitch, J. Shanfeld and **K. Alley** (1990). Substance P immunoreactivity in periodontal tissue during orthodontic tooth movement. *Bone and Mineral*, 11: 19-29.

Alle, A., **K. Alley**, et al (1991). Apoptosis: a general comment. *FASEB Journal*, 5: 2127-2129.

Nicolay, O., J. Shanfeld, Z. Davidovitch and **K. Alley** (1991). SP immunoreactivity in the dental pulp and periodontium during tooth movement. *Ann. N.Y. Acad. Sci.*, 632: 452-454.

Alley, K. (1992). Neurobiology of the Face. In: *Biological Mechanisms of Tooth Movement and Craniofacial Adaptation*, Ed. Z. Davidovitch, EBSCO Media: Birmingham, Alabama, pgs 455-456.

Alley, K., F. Omerza and P. Reiser (1992). Cellular aspects of neuromuscular accommodation during rapid craniofacial morphogenesis. In: *Biological Mechanisms of Tooth Movement and Craniofacial Adaptation*, Ed. Z. Davidovitch, EBSCO Media: Birmingham, Alabama, pgs 531-540.

Omerza, F. and **K. Alley** (1992). Redeployment of trigeminal motor axons during metamorphosis. *J. Comp. Neurol.*, 325: 124-134.

Alley, K. (1992). Oral Biology: Advanced education in dental research. *OSU Quarterly*, 16: 12-14.

Rosen, S., **K. Alley** and F. Beck (1994). Outcomes assessment of predoctoral research experience. *J. Dent. Edu.*, 583: 836-839.

Paulson, R., **K. Alley**, L. Salata and C. Whitmyer (1995). Tongue development in *Rana pipiens*, a scanning electron microscopy study. *Arch. Oral Biol.*, 40:311-319.

Hanken, J., M. Klymkowsky, **K. Alley** and D. Jennings (1997). Jaw muscle development as evidence for embryonic patterning in the direct developing frogs. *Proc. Biol. Sci./Roy. Soc., Lond., Ser. B* 264: 1349-1354.

Alley, K. and F. Omerza (1998). Trigeminal motoneurons are reutilized during amphibian metamorphosis. *Brain Res.*, 813 (1): 187-190.

Alley, K. and F. Omerza (1999). Neuromuscular remodeling and myofiber turnover in the jaw muscles of *Rana pipiens*. *Cells Tissues Organs*, 164 (1): 46-58.

Alley, K., J. Cassady, H. Fields, R. Glaser, A. Goodridge, B. Moser, F. Sanfilippo, and W. Yonushonis (2001). Letter – Defining Stress. *Science*, 291, #5513, 2316-2317.

Reiser, P. and **K. Alley** (2004). Myosin heavy chain transitions accompany myofiber turnover in *Rana pipiens* jaw muscles during metamorphosis. *Tissue and Cell*, (in press).

Alley, K. (2004). Cellular dynamics during metamorphosis in amphibian jaw muscles. *Cell and Tiss. Res.*, (in press)

Covell, D. and **K. Alley**, (2004). Selected regeneration of the trigeminal nerve in the axolotl jaw. In preparation.

Lopez, K, **K. Alley** and J Hanken. Myofiber turn over in the metamorphosing jaw represents the primitive developmental state of anuran amphibians. In preparation.

Alley, K. and M. Beck (2000). A prospective analysis of professional student expectations in summer research: where are the academicians of the future? In preparation.

Abstracts

Alley, K. (1971). Masticatory significance of neuronal clusters in the trigeminal mesencephalic nucleus. *Amer. Zool.*, 11:703.

Alley, K. (1972). Neuronal death during metamorphosis of the trigeminal mesencephalic nucleus. *J. Dent. Res.*, 50:206.

Alley, K. and E. DuBrul (1972). Neuronal death in the morphogenesis of the mammalian mesencephalic nucleus. *Anat. Rec.*, 172: 261.

Alley, K. R. Llinas and D. Hillman (1973). Neuronal and synaptic morphology in the optic tectum of the blind cavefish. *Anat. Rec.*, 175: 263.

Alley, K. (1973). Neuronal morphology and synaptic patterns in the hypoglossal nucleus. *J. Dent. Res.*, 51:

Alley, K., R. Baker and J. Simpson (1976). Projections from the perihypoglossal complex to the vestibulocerebellum in the rabbit. *Neurosci. Abst.*, 2, 104.

Barnes, M. and **K. Alley** (1977). Neuromuscular transformation of the frog jaw during metamorphosis. *Anat. Rec.*, 87: 530.

Shaw, M. and **K. Alley** (1978). Innervation of the extrinsic ocular muscles in the rabbit. *Neurosci. Abst.*, 3: 168.

Shaw, M. and **K. Alley** (1979). Birthdates of oculomotor neurons in the rabbit. *Neurosci. Abst.*, 4: 253.

Barnes, M. and **K. Alley** (1980). Stability in the motor V nucleus during metamorphosis of the jaws in *Rana pipiens*. *Anat. Rec.*, 196: 13.

Alley, K. and M. Shaw (1980). Sequential generation of motoneuronal pools in the oculomotor nucleus of the rabbit: A theory of nuclear construction. *Neurosci. Abst.*, 6: 781.

Alley, K. (1983). Development and respecification of trigeminal motoneurons in the frog. *J. Dent. Res.*, 62:194.

Blaszczak, J. and **K. Alley** (1983). Stability of trigeminal motor pools during jaw reconstruction in frogs. *J. Dent. Res.*, 62: 233.

Alley, K. (1983). Migration and axonal generation of anuran trigeminal motoneurons. *Neurosci. Abst.*, 9: 210.

Nah, H., R. Cederquist, **K. Alley** and I McQuarrie (1984). Influence of axonal transport on facial musculature in growing rats. *J. Dent. Res.*, 63: 203.

Alley, K and V. Nalbone (1985). Acetylcholine receptor distribution on larval and adult frog jaw muscles. *Anat. Rec.*, 211: 9a.

Alley, K. (1985). Metamorphic turnover of trigeminal neuromuscular contacts in *Rana pipiens*. *Neurosci. Abst.*, 11: 157.

Reisman, A., **K. Alley** and M. Barnes (1986). Pattern formation and myogenesis in the mandibular arch. *J. Dent. Res.*, 65: 279.

Alley, K (1987). Myofiber turnover and trigeminal neuromuscular plasticity in jaw muscles. *J. Dent. Res.*, 66: 118.

Nicolay, O., M. Ford, **K. Alley**, J. Shanfeld and Z. Davidovitch (1987). Substance P immunoreactivity in periodontal cells and nerves. *J. Dent. Res.*, 66: 328.

Davidovitch, Z., O. Nicolay, R. Katz, **K. Alley** and J. Shanfeld (1987). Localization of substance P in stretched periodontium *in vitro*. *J. Dent. Res.*, 66: 328.

Keith E. Alley - Curriculum Vitae

Salata, L., R. Paulson, **K. Alley** and M. Ismail (1987). Tongue development in *Rana pipiens*. *J. Dent. Res.*, 68: 240.

Rosenthal, B. and **K. Alley** (1987). Plasticity in the dendrites of trigeminal motoneurons in *Rana pipiens*. *Neurosci. Abst.*, 13: 1507.

Omerza, F., **K. Alley** and B. Rosenthal (1988). Quantitative of neuromuscular sprouts in metamorphic anuran jaw muscles. *J. Dent. Res.*, 67: 162.

Rosenthal, B. and **K. Alley** (1988). Development of sensory trigeminal afferent projections in *Rana pipiens*. *Neurosci. Abst.*, 14:1273.

New, D. and **K. Alley** (1989). Synaptic reorganization in the trigeminal motor nucleus in anuran amphibians. *J. Dent. Res.*, 68:290.

Covell, D. and **K. Alley** (1989). Regeneration of the trigeminal nerve in axolotl larvae. *J. Dent. Res.*, 68: 289.

Omerza, F. and **K. Alley** (1989). Neuromuscular junction maturation in the anuran larval jaw muscles. *J. Dent. Res.*, 68: 289.

Covell, D. and **K. Alley** (1990). Effect of nerve transection on the dendritic arborization of trigeminal motoneurons. *J. Dent. Res.*, 69:252.

Whitmyer, C., R. Paulson, and **K. Alley** (1990). Early larval tongue development in *Rana pipiens*. *J. Dent. Res.*, 69: 253.

Omerza, F. and **K. Alley** (1990). Metamorphic reorganization of trigeminal motoneurons in *Rana pipiens*. *Neurosci. Abst.* 16: 815.

Reiser, P. and **K. Alley** (1991). Contractile protein expression and contractile properties in frog jaw myofibers during maturation *J. Cell. Biochem.*, Suppl. 15c:63.

Alley, K. and P. Reiser (1991). Molecular and contractile features of frog jaw myofibers. *J. Dent. Res.*, 70: 420.

Covell, D. and **K. Alley** (1991). Multiple tracer study of control and regenerated trigeminal nerve central projections. *J. Dent. Res.*, 70:464.

Grammel, D., R. Paulson, **K. Alley** and C. Whitmyer (1992). Early tongue development in *Rana pipiens*: SEM and cleared skeletal comparisons. *J. Dent. Res.*, 71: 131.

Younkin, K., R. Nordlander, and **K. Alley** (1992). Pattern of axonal outgrowth in the peripheral trigeminal sensory pathway. *J. Dent. Res.*, 71: 220

Fortney, J., F. Omerza and **K. Alley** (1992). Are frog jaw myofibers polyneuronally innervated? *J. Dent. Res.*, 71: 221.

Larj, M. and **K. Alley** (1992). Marcaine induced degeneration of amphibian jaw muscle. *J. Dent. Res.*, 71: 221.

New, D. and **K. Alley** (1992). Metamorphic remodeling of trigeminal motor inputs. *J. Dent. Res.*, 71:221.

Omerza, F. and **K. Alley** (1992). Somatotopic organization of overlapping motor units within a larval frog jaw muscle. *Neurosci. Abst.*, 18: 1113.

Hanken, J., M. Klykowsky, **K. Alley**, D. Jennings (1992). Evolution of cranial muscle ontogeny in a direct-developing amphibian. *Amer. Zool.*, 32: 811A.

Homan, J., F. Omerza, **K. Alley** and R. Nordlander (1993). Development of trigeminal motor axons in anuran jaw muscles. *J. Dent. Res.*, 72: 163.

Hicks, K., R. Paulson, R. Rashid and **K. Alley** (1993). Morphometric analysis of hypobranchial growth in premetamorphic *Rana pipiens*. *J. Dent. Res.*, 72: 254.

Rosen, S., **K. Alley** and F. Beck (1994). Impact of predoctoral dental research on career and scholarly activity. *J. Dent. Res.*, 73: 402.

Courtney, A., R. Paulson, P. Ngan, **K. Alley**, C. Hardy and K. Hicks (1994). Tensor analysis of growth changes in anuran hypobranchial apparatus. *J. Dent.*

Keith E. Alley - Curriculum Vitae

Res., 73: 265.

Omerza, F. and **K. Alley** (1995). Recovery of polyinnervation in frog jaw muscles following trigeminal axotomy. *J. Dent. Res.*, 74: 78

Homon, J, **K. Alley** and F. Omerza (1995). Acetylcholine receptor fields in *Rana pipiens* jaw muscles. *J. Dent. Res.*, 74:211.

Omerza, F. and **K. Alley** (1996). Target reduction and reestablishment of polyinnervation on larval myofibers. *J. Dent. Res.*, 75: 109.

Huff, K., **K. Alley** and P. Reiser (1996). Myosin heavy chain transitions in frog jaw muscles. *J. Dent. Res.*, 75: 120.

Books

Melfi, R, and K. Alley (2000). Permar's Oral Embryology and Microscopy. 10th Ed, Lippincott, Williams and Wilkins: Philadelphia, p 284.

Invited Lectures, Symposia and Continuing Education Courses

- 1968 University of Illinois, Symposium on TMJ Disorders
Neural Aspects of Jaw Function
- 1972 University of Iowa, Department of Physiology
Development of the Trigeminal Mesencephalic Nucleus
- 1973 Ohio State University, Department of Anatomy
How Do Brains Develop?
- 1973 Case Western Reserve University, Department of Anatomy
Visual-Vestibular Interactions in the Cerebellar Flocculus
- 1977 International Congress of Physiology, Abbaye de Royaumont, Paris
Anatomical Basis for Floccular Control of Eye Movement
- 1978 Case Western Reserve University, Symposium on Occlusal Studies
Neural Correlates of Cyclic Jaw Movements
- 1978 Washington University, Department of Oral Biology
Neuromuscular Aspects of Jaw Development
- 1979 Louisiana State University, Department of Anatomy
Development of Eye Motoneurons: A Model for Nuclear Construction
- 1979 University of Illinois, Department of Oral Biology
Evolutionary Mechanisms for Change of Brain and Target
- 1980 Northeast Ohio College of Medicine, Department of Neurobiology
Temporal Variables in Neuronal Differentiation
- 1980 Akron Stomatognathic Society
Cranial Structure and Mechanics
- 1981 University of Chicago, Department of Anatomy
A Model of Neuronal Respecification
- 1982 Cleveland Crown and Bridge Study Club
Myths and Facts of TMJ Function and Dysfunction
- 1984 Emory University, College of Dentistry, Atlanta, Georgia

Neuronal Respecification Mediates Altered Jaw Function

- 1984 Ohio State University, Department of Anatomy, Columbus, Ohio
Neural Aspects of Craniofacial Morphogenesis
- 1985 Uniformed Services Health Science University, Department of Anatomy
Cellular Features of Neuromuscular Plasticity
- 1986 Ohio Academy of Sciences, Toledo, Ohio
Neuroscience: Its Past, Present and Future
- 1987 National Institute of Dental Research, Bethesda, Maryland
Making the Change: Catalyzing Faculty Research Development
- 1989 Emory University, Department of Anatomy
Developmental Neuromuscular Plasticity in the Jaw Apparatus
- 1990 Cold Springs Harbor Laboratory, Apoptosis in Biological Systems
Cell Death: A Developmental Strategy for All Stages
- 1990 American Society of Zoologists, Anuran Models of Development
Metamorphosis: A Model for Developmental Neuromuscular Accommodation
- 1991 University of Indiana, Bloomington, Indiana
Cellular Dynamics during metamorphosis of amphibian jaw muscles
- 1991 IADR Symposium, Acapulco, Mexico
Myoneural Determinants of Jaw Function
- 1991 UCLA, Department of Oral Biology
Neuromuscular Plasticity and Emergent Oral Behavior
- 1992 IADR Symposium, San Antonio, Texas
Neurotropic Viruses: Clinical and Experimental Implications
- 1992 NIH, The NIDR-University Partnership, Bethesda, Maryland
Making the Change: Traditional to Research Orientation
- 1993 IADR Symposium, Chicago, Illinois
Psychoneuroimmunology: Oral Health Implications

Keith E. Alley - Curriculum Vitae

- 1995 Ohio State University, Post-College Assembly, Columbus, Ohio
Biology of Dentin: Prospects for Biodental Materials
- 1999 IADR Symposium, Vancouver, British Columbia
Wound Healing: Neurogenic and Neuroendocrine Modulation
- 1999 Council of Scientific Society Presidents, Washington, D.C.
The University in 2025: Challenges for the Office of Research
- 2000 University of California, Oakland, Ca
California's Research Portfolio: A Valley Left Behind
- 2002 Great Valley Center, Modesto, California
Research Universities as Regional Economic Drivers

Revised: January, 2004

JANE FIORI LAWRENCE

Home:
3061 Whitegate Road
Merced, CA 95340

Home: 209-388-9900

Office:
University of California, Merced
P.O. Box 2039
Merced, CA 95344

Office: 209-724-4490
Fax: 209-724-4459
Email: jlawrence@ucmerced.edu

PROFESSIONAL EXPERIENCE

Vice Chancellor for Student Affairs
University of California, Merced

October 2001 to Present

Responsible for student affairs at the 10th campus of the University of California. Primary responsibilities include: enrollment management, residence life and housing, outreach programs, career services, recreation, health and counseling services, student life, academic advising and tutoring programs, orientation, disability services, financial aid, registration, dining, bookstore, and the campus card. Also involved in planning of new facilities, including residence halls, dining commons, recreational and health facilities, and student services areas.

Vice Provost for Undergraduate Education
University of Vermont

January 2000 to September 2001

Primary responsibilities included: undergraduate educational issues; curricular and programmatic changes, including academic program review; undergraduate student advising; first year programs; and enrollment management (enrollment planning, recruitment and retention). Also involved in: university-wide academic planning and budgeting, student orientation, publications, collaborations with other higher education institutions, first year programs, undergraduate curricular and policy issues, and community engagement and service learning. In addition, I served as project director for a Hewlett Foundation General Education grant.

Areas under my direct supervision were: admissions, financial aid, registrar's office, international education (both education abroad and international students/scholars), academic integrity, and residential academic living/learning programs.

Served on numerous committees, including: President's Cabinet, Executive Planning Committee, Council of Deans, Faculty Senate Academic Affairs Committee, University-wide Honors Committee, Affirmative Action Liaisons, Subcommittee on Academic Program Review, UVM Marketing/Image Team, First Year Experience Committee. Worked frequently with the Board of Trustees.

Director
University Honors College
Washington State University

1994 to January 2000

I was responsible for the education of academically-talented undergraduates at Washington State University. The Honors College enrolled over 1300 students from all undergraduate colleges and majors at WSU's main campus in Pullman, Washington. The College's four-year structured curriculum was designed to provide Honors students with an alternative interdisciplinary general/liberal education. Currently, I am working with faculty on two of WSU's branch campuses to extend programs for academically-talented students to those locations.

Day-to-day responsibilities included: supervising Honors faculty (approximately 100 per year) and professional (two Assistant Directors) and support staff; selecting, orienting, and evaluating Honors instructors; overseeing Honors College admissions, academic advising, scholarships, and graduation requirements; proposing and implementing curriculum changes; monitoring the budget and development and endowment funds; maintaining positive relations with the College's over 3,200 alumni; organizing fundraising efforts; writing grants to agencies and foundations; serving on numerous University committees; working with all academic deans, numerous faculty, student affairs personnel, registration and admissions office on issues related to the education of academically-talented students; working with Honors student organization; teaching yearly; representing the Honors College locally, in the state, and in regional and national organizations; and overseeing the operation and appropriate use of the Honors Center and the Potter House Annex. I also co-chair the Advisory Board for the University's Scholars Residence Hall.

Major committee assignments from 1994-1999 included: WSU Presidential Search Committee; Council of Deans; Accreditation Self Study Committee on Undergraduate Education; Assessment, Accountability, and Accreditation Committee; Athletic Council; Center for Teaching and Learning Advisory Board; Conduct Board; Enrollment Management Task Force (chair); Thomas S. Foley Institute for Public Policy and Public Service Faculty Governing Board; Freshmen and Senior Year Experience Committees; Honorary Doctoral Degree Committee (chair); Multicultural Student Recruitment Task Force; Prestigious Scholarship Committee (chair); Sahlin Teaching Excellence Committee (chair); Marion E. Smith Faculty Teaching Excellence Committee (chair); Honors College Advisory Board (alumni and donors)

Director
University Honors Program
University of Maryland
College Park, MD 20742

1992-June 1994

Responsible for Honors education at the University of Maryland, College Park, including lower division general Honors program and over 30 departmental and college Honors programs. Approximately 1400 students, an Honors Living/Learning Center, and six Honors floors in the residence halls. Day-to-day responsibilities included: recruiting faculty to teach Honors seminars;

developing academic policies and programs, including an innovative freshmen seminar program; assisting departments and colleges with the creation of Honors programs; teaching yearly; supervising professional (Associate and Assistant Directors and Coordinator of the Francis Scott Key Scholarship Program) and clerical staff; chairing the Honors scholarship and other Honors award committees; overseeing the admissions process; preparing and monitoring budgets; organizing special orientation sessions for new Honors students; monitoring student advising and academic progress; working with Honors student organizations; serving on University-wide committees; assisting with the creation of study abroad opportunities for Maryland Honors students; and representing the Honors Program at University functions.

Affiliate Assistant Professor 1992 to June 1994
Department of Education Policy, Planning and Administration
University of Maryland
College Park, MD 20740

Member of the Graduate Faculty. Included in my responsibilities was teaching a graduate course, "The History of American Higher Education."

Project Director 1994
National Endowment for the Humanities Grant
University of Maryland

NEH grant obtained to explore the feasibility of establishing a core curriculum within the University of Maryland's Honors Program. Grant: \$66,000

Assistant Director June 1988-June 1991
University Honors Program
University of Maryland
Also Acting Director of the University Honors Program from July 1, 1991 until January 1, 1992.

Responsibilities similar to those described above under Director.

Research Assistant 1986 to June 1988
National Center for Postsecondary Governance and Finance
University of Maryland
College Park, MD 20742

Assisted on a three-year federally funded Institutional Planning Project. Participated in all phases of the project including: preparing and implementing a national survey of planning practices; assisting with an extensive review of the literature; and helping to prepare case studies of 16 colleges and universities. The National Center was funded by a grant from the U.S. Department of Education and was a consortium of several universities, including: the University of Maryland, Columbia University, Stanford University, and Arizona State University.

Research Associate July 1986 to November 1987
American Association for Higher Education
One Dupont Circle, Suite 600

Washington, DC 20036

Assisted in the researching, writing, and preparing for publication a monograph on the selection of senior-level administrators in high education. Responsibilities included: review of all relevant literature; correspondence and interviews with experts at both executive search firms and at higher education institutions around the country; preparation and analysis of a survey of selected search committee chairs; and organization of regional meetings at which various components of the search process were discussed. Book title: "The Search Committee Handbook: A Guide to Recruiting Administrators"; published in December 1987. Project funded by grants from the Exxon Education Foundation and TIAA-CREF.

Dean of Student Services

1983 to August 1985

John F. Kennedy University
Orinda, California 94563

Supervised all student services functions: Admissions, Records and Evaluations; Financial Aid; Registration; the Career Development Center; and all student organizations. Number of students served: 2,000 at eight locations in the San Francisco Bay Area. Hired, trained, and evaluated professional staff and worked with large support staff. Prepared and monitored Student Services budgets. Participated on University Budget Review Committee for 10 years. Provided liaison between Student Services and academic departments (five schools, 15 programs), and between Student Services and central administration. Edited and prepared major University publications: General University Catalog and School of Law catalog. Conducted research on prospective, current, and former students for institution, federal and state governments, professional organizations, and the Committee or Bar Examiners of the State of California. Member, for ten years, of the senior administrative council that reviewed all budgets, academic programs, policy changes, tuition changes, facilities planning, preparation of self studies for accreditation visits, and hiring of middle and senior-level administrators.

Director of Admissions

1975 to 1983

John F. Kennedy University

Responsible for the processes and procedures from a prospective student's first inquiry through to awarding of degree(s). Included: admissions counseling, evaluation of transfer credit and foreign credentials, determination of degree requirements, and verification of graduation. Developed and implemented many University transfer credit policies. Helped to establish a University-wide marketing/enrollment management effort.

EDUCATION

Management Development Program, 2000
Harvard University
Cambridge, Massachusetts

Doctor of Philosophy, 1990
University of Maryland
College Park, Maryland

Dissertation: Gubernatorial Commissions
and Maryland Higher Education, 1946-
1987

Master of Arts, 1978
San Diego State University
San Diego, California
German and Central European History

Bachelor of Arts, 1972
California Polytechnic State University
San Luis Obispo, California
Modern European History
Graduated with Honors

University of California, Berkeley, 1975
German, conversational and reading

Credentials:

California Community College Teaching Credential in History (lifetime credential)

Recent Honors:

Lifetime membership, Washington State University Alumni Association, 1999
Center for Teaching Excellence, University of Maryland, Teaching Awards, 1992 and 1993
Outstanding Teacher Award, UMCP Panhellenic Society, 1991
Honorary Induction into Phi Eta Sigma, 1997
Honorary Induction into Mortar Board, 1994
Honorary Induction into Phi Kappa Phi, 1993
Honorary Induction into Omicron Delta Kappa, 1991
Honorary Induction into Golden Key Honors Society, 1991

PROFESSIONAL ACTIVITIES

Invited Participant:

Salzburg Seminar Universities Project, Salzburg, Austria, April 1998. Asked to speak about "Meeting Students' Needs and the Role of Students in Institutional Affairs" and to facilitate a working group of American and European and Eastern European participants.

Recent Publications:

Marchese, Theodore and Lawrence, Jane Fiori. The Search Committee Handbook, 2nd Edition. American Association for Higher Education. Fall 2005.

Lawrence, Jane Fiori. "Teaching Academically-Talented Students: Some Perspectives from Honors Programs/Colleges" The National Teaching & Learning Forum (Fall 1999)

Lawrence, Jane Fiori. "Innovative Approaches to Educating Academically-Talented Students at Metropolitan Colleges and Universities." Metropolitan Universities (Fall 1998)

Lawrence, Jane Fiori. "To be or not to be an Honors College?" The National Honors Report (to be published Fall 1998)

Lawrence, Jane Fiori. Guest Editor of special thematic issue of Metropolitan Universities on Honors Programs/Colleges (to be published Fall 1998)

Lawrence, Jane Fiori. "Portz Scholars Program Honors the Contributions of John and Edythe Portz" The National Honors Report (Winter 1998), 23-25.

Lawrence, Jane Fiori. "1996 Portz Scholars Selected" The National Honors Report (Winter 1997), 61-63.

Spurrier, Robert and Lawrence, Jane Fiori. "Developing in Honors" The National Honors Report (Fall 1996), 7-8.

Lawrence, Jane Fiori. "The Educated Self: A Historical Perspective" Universe (Spring 1996), 20-26.

Lawrence, Jane Fiori. "Moving in Honors or how I changed from a Terp (the University of Maryland) into a Cougar (Washington State University)" The National Honors Report (Fall 1995), 28-30.

Mielke, Patricia and Lawrence, Jane Fiori. "Lessons Learned from Promoting Academic Agendas in the Residence Hall" Talking Stick (Publication of the Association of College and University Housing Administrators) (April 1995), 20-22.

Lawrence, Jane Fiori. "Honors Programs Within Multi-Campus Systems: Opportunities for Cooperation and Collaboration". The National Honors Report (Spring 1994), 4-5.

Gerrity, Deborah A., Lawrence, Jane Fiori, and Sedlacek, William E. "Honors and Non-Honors Freshman: Practical Information for Advisors," National Academic Advising Journal (Spring 1993).

Gerrity, Deborah A., Lawrence, Jane F., and Sedlacek, William E. "A Comparison of Incoming Honors and Non-Honors Freshmen at the University of Maryland, College Park 1990," Research Report #10-91, Counseling Center, University of Maryland at College Park, 1991.

Lawrence, Jane Fiori. "Honors Living at Maryland," The National Honors Report (Fall 1991), 5.

Lawrence, Jane Fiori and Marchese, Theodore J. "Encountering Search Committees" in New Directions for Higher Education: Administrative Careers and the Marketplace. San Francisco: Jossey-Bass, 1990.

Lawrence, Jane Fiori. "Commissions and Maryland Higher Education." Maryland Association for Higher Education Journal (Fall 1990).

Lawrence, Jane Fiori and Boyd, Carolyn P. "Honors at Maryland: A Look Both at a Year of Transition and Change." The National Honors Report (Fall 1990), 29-30.

Lawrence, Jane Fiori and Potts-Dupre, Lorine. "Collaborative Teaching and Learning: Essential to Honors Programs." The National Honors Report (Summer 1989), 13-16.

Potts-Dupre, Lorine and Lawrence, Jane Fiori. "Developing Effective Interdisciplinary and Collaborative Teaching Techniques with Honors Students. Proceedings of the Seventh Annual Conference on Non-Traditional and Interdisciplinary Programs, George Mason University, May 1989.

Lawrence, Jane Fiori. "A Review: The Search Committee Handbook: A Guide to Recruiting Administrators." Maryland Association for Higher Education Journal 11 (October 1988), 27-28.

Recent Presentations:

"Converting from an Honors Program to an Honors College" with Gary Bell, National Collegiate Honors Conference, Washington, D.C., October 2000.

"Honors Colleges" with Gary Bell, Ted Humphrey, National Collegiate Honors Conference, Orlando, FL., October 2000.

"Metropolitan Universities – Honors Inside and Outside the Loop" with Ada Long, Rae Rosenthal, and Jay Freyman. National Collegiate Honors Conference, Chicago, IL., November 1998.

"Service Learning in Honors: Results of a Survey of NCHC Member Institutions" National Collegiate Honors Conference, Chicago, IL, November 1998.

"Academics and the Importance of Scholarship" Panhellenic and Interfraternity Council Scholarship Celebration, WSU, (featured speaker), February 1998.

"Maintaining Traditions, Implementing Curriculum Change" with Ada Long. National Collegiate Honors Conference, Atlanta, GA, October 1997.

"Expanding Honors Programs and Articulating with Other Institutions" with George Mariz, National Collegiate Honors Conference, San Francisco, CA, November 1996.

"Successful Links with Honors Alumni" with Malcolm Russell and Norman Weiner, National Collegiate Honors Conference, San Francisco, CA, November 1996.

"The Honors Administrator: Rewards and Recriminations" with Gary Bell and Wallace Kay. National Collegiate Honors Conference, Pittsburgh, PA, November 1996.

"Making the Nation our Neighborhood: NCHC Satellite Seminar" with Robert Spurrier, K. Ann Dempsey, and Elizabeth View. National Collegiate Honors Conference, Pittsburgh, PA, November 1996.

"Journey Not Destination: The Search for an Honorable Education" Honors Student Advisory Council Invited Lecture, Washington State University, April 11, 1995.

"Honors Offices, Budgeting, and Campus Politics" with Julia Bondanella and Earl Brown, National Collegiate Honors Conference, San Antonio, Texas, October 1994.

"Honors Residence Halls" with Ira Cohen and William Collins, National Collegiate Honors Conference, San Antonio, Texas, October 1994.

"Building Academic and Residential Communities within a University-wide Honors Program," Northeast Regional National Collegiate Honors Conference, Albright College, Reading, PA, April 1993.

"Creating a Culturally Diverse Honors Community" with Rae Rosenthal. Northeast Regional Collegiate Honors Conference, Albright College, Reading, PA, April 1993.

"Rogues, Scholars and Literati: 20th Century Maryland Leaders," National Collegiate Honors Conference, Baltimore, MD, October 1990.

"Interdisciplinary Approaches to Honors," SUNY Honors Directors and Faculty Conference, Nassau Community College, October 1989.

"Developing Effective Interdisciplinary and Collaborative Teaching Techniques with Honors Students," George Mason University's Non-Traditional and Interdisciplinary Programs Conference, May 1989.

"10 Ways to Improve the Search and Selection Process," Albright College (PA) December 1988.

"Gubernatorial Commissions and the Evolution of State Control Over Higher Education in Maryland," Education Policy, Planning and Administration Graduate Research Conference, University of Maryland, November 1988.

Lectured during 1986 and 1987 to undergraduate and graduate acting classes at the Shakespeare Theatre at the Folger, Washington, D.C. on the following topics: the Italian Renaissance, Elizabethan England, the English Revolution and Restoration, and the French Revolution.

Consultations:

Invited by the Provost at Iowa State University to review and make recommendations on how to improve honors education at that institution, June 2004.

Member of National Endowment for the Humanities grant review panel. February 2004.

Invited by the Director of the Honors Program at the University of Southern Maine to review, evaluate and make recommendations on how to improve honors education at the institution. October 2001.

Invited by the Director of the Honors Program at the University of Louisville to examine and recommend how to transform their college-based honors program into an Honors college. February 2001.

Invited by the Director of the Honors Program at the University of North Texas to review their Honors Program and to make recommendations for improvements. July 1998.

Invited by the Provost at North Carolina State University to consult on their University Scholars Program and Departmental and College Honors Program. Other members of the team included Robert Spurrier (Oklahoma State University) and Gary Bell (Texas Tech University). Extensive report to Provost and Honors Council prepared. April 1998.

PROFESSIONAL ASSOCIATIONS

National Collegiate Honors Council

Member, Editorial Board for the Journal of the National Collegiate Honors Council (refereed journal)

Chair, Portz Fund Committee

Chair, Portz Scholars Selection Committee

Co-Chair, Developing in Honors

Member, Honors and Technology Committee

Member, 1998 Conference Planning Committee, Chicago Conference

Member, Long Range Planning Committee

American Association of Collegiate Registrars and Admissions Officers

American College Personnel Association

John Garamendi, Jr.
Vice Chancellor
University Relations
University of California, Merced

John Garamendi Jr received his B.A. from the University of California Berkeley and his M.B.A. from California State University Hayward. He has also been a Fulbright Scholar in Montevideo, Uruguay where he studied philanthropy.

Garamendi's background includes a highly successful track record in fund raising from his years working at UC Berkeley, UC Davis and the UC Office of the President. As a development professional, Garamendi has been part of several prominent fund-raising campaigns, including UC Berkeley's \$1.1 billion *Campaign for the New Century*, UC Davis' \$60 million *Mondavi Center for the Performing Arts Campaign*, and the planning for UC Berkeley's *Campaign for Memorial Stadium*.

The Vice Chancellor is the chief advancement officer for the UC Merced campus with responsibility for the areas of development, university relations, governmental relations, communications, the UC Merced Foundation and its Board of Trustees, alumni affairs, and special events and protocol.

An Eagle Scout, former Army Reserve Officer and Peace Corps volunteer, Garamendi was raised in the California Delta community of Walnut Grove. He resides with his family in Merced, California.

JOHN R. GARAMENDI, JR.
2958 TROVARE COURT-MERCED, CA 95340
209-722-8899
jgaramendi@yahoo.com

QUALIFICATIONS SUMMARY:

Experienced leadership in fundraising, communications and government relations. Proven ability to handle multiple tasks, manage personnel, budgets and solicit and negotiate charitable gifts from individuals, corporations and foundations. Able to work effectively with diverse populations and cultures.

PROFESSIONAL EXPERIENCE

UNIVERSITY OF CALIFORNIA, MERCED 2005-Present

Vice Chancellor, University Relations

- Vice President and Executive Director of the UC Merced Foundation.
- Responsible for all fundraising for the University of California Merced.
- Manages UC Merced Office of Communications.
- Oversees Office of Government Relations.
- Responsible for all campus events, protocol and marketing.
- Member of Chancellors Cabinet.
- UC Merced raised \$5.1million in 2004-2005.

UNIVERSITY OF CALIFORNIA, BERKELEY 2002- 2005

Director of Corporate and Foundation Relations:

- Responsible for campus strategy, coordination and solicitation of funding from local, regional and national corporations and foundations.
- Oversaw all aspects of cultivation and solicitation for corporations and foundations.
- UC Berkeley raised \$71.4 million from Corporations and Foundations in FY 2003-2004.

Interim Executive Associate Athletic Director, External Affairs (7/03-1/04):

- Responsible for all fundraising for Department of Intercollegiate Athletics.
- Managed fundraising for 27 sports and volunteer "Bear Backer" board.
- Developed strategy for the Campaign for Memorial Stadium.
- Oversaw direct mail, annual fund and special events for Athletic Department.

Fulbright Scholar, University of Montevideo:

- Developed strategic plan for fundraising with University of Montevideo staff and faculty.
- Trained various non-profits in Montevideo on fundraising.
- Conducted research on fundraising in South America.

UNIVERSITY OF CALIFORNIA, DAVIS 1999-2002

Director of Corporate and Foundation Relations:

- Responsible for campus strategy, coordination and solicitation of funding from local, regional and national corporations and foundations.
- Primary fundraiser for corporations and foundations in building \$60 million Mondavi Center.
- Created marketing materials and strategies to increase sponsorships for campus.
- Served on campus committee promoting and monitoring campus-wide commercial activities.

- Managed a volunteer Corporate Advisory Committee for the Mondavi Center.
- UC Davis raised \$42 million from Corporations and Foundations in FY 2001-2002.

UNIVERSITY OF CALIFORNIA, BERKELEY 1998-1999

Regional Development Director, University Relations:

- Major Gifts Officer for San Francisco, Marin, Napa and Sonoma counties for a \$1.1 billion campaign.
- Coordinated regional fundraising for multi-interest prospects in the \$50,000- \$5 million range.
- Developed comprehensive strategies for gifts of more than \$1 million.
- Managed a volunteer major gifts committee, comprised of alumni leaders in San Francisco and Marin.
- Created comprehensive business plans for San Francisco, Marin, Napa and Sonoma counties.

UNITED STATES PEACE CORPS PARAGUAY 1996-1997

Community Health Coordinator:

- Successfully wrote and acquired grants for running water systems with UNICEF, which provided a potable source of water for more than 1,000 rural Paraguayans.
- Worked extensively to train other volunteers in consensus building, technical planning of water projects and grant development between Peace Corps and UNICEF.
- Specially selected to represent Peace Corps as a speaker at five regional hospitals where medical professionals were educated about the needs of children with disabilities.

UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT 1994-1995

Assistant Director, Alumni Affairs and Community Outreach:

- Designed and implemented a statewide Community Speakers Program.
- Coordinated over 39 speakers, addressed more than 6,000 Californians directly and 200,000 indirectly.
- Conducted outreach and advocacy planning for the Alumni Association of the University of California representing nine campuses and over 800,000 alumni.

POLITICAL CONSULTANT AND FUNDRAISER 1992-1994

- Successfully solicited political funding from various interest groups, including Agriculture, High Tech Industry, Manufacturing, Real Estate, Health Professionals and Trade Unions.
- Gave political speeches and helped to supervise offices and employees.
- Organized public events and fundraisers and developed campaign and media strategy.

UNITED STATES ARMY RESERVE

- Graduate Armor Officer Basic Course, U.S. Army Airborne School.
- Honorable Discharge 2002.

EDUCATION

M.B.A. California State University, Hayward.

B.A. University of California, Berkeley.

Fulbright Scholar, Montevideo Uruguay.

AWARDS & ACTIVITIES

- Individual Distinguished Service Award, UC Berkeley Development Office 1998.
- Eagle Scout, Troop 185 Stockton, California.
- Distinguished Military Graduate ROTC, UC Berkeley

JANET E. YOUNG

ADDRESS P.O. Box 2039
Merced, CA 95344 Office Telephone: (209) 724-4199

EDUCATION Willamette University College of Law, Salem, Oregon
Doctor of Jurisprudence, 1977

Oregon State University, Corvallis, Oregon
Bachelor of Arts with Honors, 1974

Corvallis High School, 1970

PROFESSIONAL EXPERIENCE **Assistant Chancellor and Chief of Staff**, University of California, Merced.
June 2001 to present.

Chief of Staff, Los Alamos National Laboratory.
October 1998 to June 2001.

Associate to the President, University of California (System-wide).
October 1996 to October 1998.

Special Assistant to the President, University of California (System-wide).
September 1986 to October 1996.

Special Assistant to the President, Assistant to the Vice President,
Oregon Health Sciences University, Portland, Oregon.
March 1980 to August 1986.

Assistant to Chancellor, Oregon State System of Higher Education,
Eugene, Oregon. October 1978 to March 1980.

Administrative Intern to Chancellor, Oregon State System of
Higher Education, Eugene, Oregon. October 1977 to October 1978.

PROFESSIONAL ORGANIZATIONS National Association of College and University Attorneys (1980-88)
Society of University Patent Administrators (1984-86)

COMMUNITY ORGANIZATIONS Rotary Club of Merced; Board of Directors (2004-)
Board of Directors, Mercy Medical Center, Merced
Economic Development Advisory Committee, City of Merced
Airport Authority Board, Merced Municipal Airport
Board of Directors and Executive Board, Castle Air Museum Foundation
Merced County High Speed Rail Committee
Chancellor's Associates, Development Organization for UC Merced
Los Alamos National Laboratory Foundation, Board of Directors (1998–2001)
Vice President (2000-2001)
Museum of New Mexico Foundation

HONORS AND AWARDS 1988 Professional Achievement Award (MAP), University of California
OSU Woman of Achievement, 1973-74
Mortarboard

Jeff R. Wright
Dean of Engineering,
University of California, Merced

A. BIOGRAPHY

Dr. Jeff R. Wright is founding Dean of Engineering at the University of California, Merced (since September, 2001), which is scheduled to open in August, 2005 as the 10th campus of the University of California System. He was formerly Associate Dean for Research, Professor of Civil Engineering, and Director of the Indiana Water Resources Research Center, at Purdue University. Professor Wright holds undergraduate degrees in social psychology and in civil engineering from the University of Washington, an MSCE in Environmental Engineering also from the University of Washington, and a Doctorate from The Johns Hopkins University through the Department of Geography and Environmental Engineering.

Professor Wright is a noted authority on the design and implementation of decision support systems for public-sector engineering planning and management, particularly spatial analysis and distributed decision support modeling for natural resources and environmental engineering. Dr. Wright is a member of the Action Forum on Diversity of the National Academy of Engineering. He served as founding Editor-in-Chief of the American Society of Civil Engineer's Journal of Infrastructure Systems is co-author of a leading textbook entitled Civil and Environmental Systems Engineering.

B. PROFESSIONAL PREPARATION

University of Washington, Seattle, Social Psychology, B.A. 1975
University of Washington, Seattle, Civil Engineering, B.S.E. 1975
University of Washington, Seattle, Civil Engineering, M.S.E. 1977
The Johns Hopkins University, Baltimore, Environmental Engineering, Ph.D. 1982

C. PROFESSIONAL POSITIONS

Dean of Engineering, University of California, Merced, 9/01 - present
Associate Dean of Engineering, Purdue University, 2001
Assistant Dean of Engineering Purdue University, 1997 - 2001
Professor of Civil Engineering, Purdue University, July, 1991 – August, 2001.
Director, Indiana Water Resources Research Center, June, 1989 – August, 2001.
Associate Professor of Civil Engineering, Purdue University, July, 1987 - July, 1991.
Assistant Professor of Civil Engineering, Purdue University, September 1982 - July, 1987.
Research Assistant Professor of Civil Engineering, University of Washington, Sept. 1976 - June, 1978.

D. AWARDS, RECOGNITION, AND HONORS

State of the Art Award, American Society of Civil Engineers, May, 2001.
Innovation Award, National Institutes for Water Research (NIWR), March 2001.
CYBERSTAR Finalist Award for Teaching Innovation, Indiana Association for Information Technologies, April, 2000.
Purdue University Teaching Academy, Elected April, 1999.
Service to the Profession Award, Presented by the American Society of Civil Engineers, June, 1999.
Fellow of the Big Ten Consortium for Institutional Cooperation (CIC), Elected 1997.

E. REPRESENTATIVE PUBLICATIONS

ReVelle, C.S, Whitlatch, EA, and Wright, J.R., *Civil and Environmental Engineering Systems*, RPrentice-Hall, (1997) ISBN: 0-13-138678-6.

Zhang, Y. and Wright, J.R. "Global Optimization of the Combined Region Aggregation and Leveling Model," *ASCE Journal of Computing in Civil Engineering*, (Vol 18, No. 5).

Wallace, R.M., Zhang, Y., and Wright, J.R. "Distributed System for Coastal Infrastructure Modeling and Assessment," *ASCE Journal of Computing in Civil Engineering*, Vol. 15, No. 1, pp 67-73, 2001.

Iranpour, R., Stenstrom, M. G. Tchobanoglous, Miller, D., Wright, J.R. and Vossoughi, M. "Environmental Engineering: Energy Value of Replacing Waste Disposal with Resource Recovery," *Science* Volume 285, pp 706-711, 1999.

Kandula, P. and Wright, J.R., "Designing Network Partitions to Improve Maintenance Routing," *ASCE Journal of Infrastructure Systems*, Vol. 3, No. 4, pp 160-169, December, 1997.

Chang, Y.C., Wright, J.R. and Engel, B.A., "Evidential Reasoning for Assessing Environmental Impact," *Civil Engineering Systems Analysis*, Vol. 14, pp 55-77, 1996.

F. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS AND SOCIETIES

American Society of Civil Engineers	Omega Rho Operations Research Honor Society
American Society for Engineering Education	Regional Sciences Association
Chi Epsilon Honorary	Sigma Xi Scientific Research Honorary
Engineering Dean's Council	Society of Women Engineers
Institute for Operations Research and Management Sciences	Tau Beta Pi Engineering Honorary

G. SYNERGIES

(1) Member of the Action Forum on Diversity of the National Academy of Engineering, charged with the climate with respect to diversity within engineering. (2) Elected to the Teaching Academy of Purdue University, which is the ultimate recognition of contributions to engineering education at Purdue. (3) Selected as the inaugural Editor-in-Chief: *ASCE Journal of Infrastructure Systems*, the leading professional technical journal addressing issues pertaining to the monitoring, assessment, and rehabilitation of the civil infrastructure. (4) Participating faculty in Purdue's Graduate Program in Geographic Information Systems and Remote Sensing. (5) Designed and implemented a number of successful computer-based spatial decision support systems supporting civil infrastructure, transportation, water resources, and land resources engineering and management, including the Computer Aided System for Planning Efficient Routes (CASPER) in use by the Indiana Department of Transportation, the Multi-Objective Land Evaluation System (MOLES) developed for use by the U.S. Army Corps of Engineers, the Visual Interactive Policy Evaluation Routine (VIPER), also for the Corps of Engineers, and the Integrated Infrastructure Management System (IIMS), developed for the City of Indianapolis under a grant from the National Science Foundation. (6) Developed a number of Internet-based distributed information systems, including a distributed database management system supporting the administration of the *Journal of Infrastructure Systems*, and a comprehensive distributed information management system for the Environmental and Water Resources Institute (EWRI), and several on-line document management and collaboration systems including a system that has been used for the past 5 years by the National Institutes for Water Resources (NIWR), and the state of California (CALFED).

Maria G. Pallavicini, Ph.D.
Dean of Natural Sciences
University of California, Merced

Dr. Maria Pallavicini is the founding Dean of the School of Natural Sciences at UC Merced. She received her B.A. in Biochemistry from the University of California at Berkeley in 1973 and her Ph.D. in Pharmacology from the University of Utah in 1977. She continued her studies at the Ontario Cancer Institute, Toronto, Canada, prior to appointment as a Senior Staff Scientist at the Lawrence Livermore National Laboratory in 1978, a position she held for more than 12 years. Maria joined the faculty at the University of California, San Francisco in 1990 as a professor in the Department of Laboratory Medicine. In 2002 she joined the faculty and leadership team at UC Merced, where in her role as Dean of Natural Sciences, she has been responsible for recruiting faculty in the areas of biological sciences, mathematical sciences, physics, chemistry and earth systems science and helping to create undergraduate and graduate programs.

Professor Pallavicini is an internationally recognized- expert in cancer biology and stem cell biology. She is particularly noted for her work in developing novel technologies for quantitative cell analyses and in studies demonstrating that stem cells are involved in cancers, particularly leukemia. She maintains an active research laboratory investigating the biology of cell fate decisions in stem cells. She is President of an international scientific society in analytical cytology and a member of several peer review panels at the National Institute of Health.

Maria Pallavicini is highly committed to undergraduate education, placing a high emphasis on development of novel undergraduate programs that recruit and retain students in the sciences, by advantage of the blank slate for curricula development. She and her faculty have incorporated recommendations of the National Academy of Sciences in the design of biological sciences majors, and are developing innovative mathematic pedagogies. Dr. Pallavicini serves on a number of academic diversity groups.

Curriculum Vitae

Kenji Hakuta

- Home:* 1887 Farmland Ave., Merced, CA. 95340-9131; Phone: 209-725-0408.
- Work:* School of Social Sciences, Humanities and Arts, University of California, Merced, P.O. Box 2039, Merced, CA 95344. For Package Service Delivery: 4225 N. Hospital Road, Bldg 1200, Atwater, CA 95301. Phone: 209-724-4335. Fax: 209-724-4424.
- e-mail* khakuta@ucmerced.edu
- url:* faculty.ucmerced.edu/khakuta
- Birthdate:* December 19, 1952

Degrees

- 1979 *Ph.D.*, Experimental Psychology, Harvard University.
- 1975 *B.A. (Magna Cum Laude)*, Harvard University, Psychology and Social Relations.

Primary Positions

- 2003- Founding Dean and Professor, School of Social Sciences, Humanities and Arts, University of California, Merced.
- 1989-2003 Professor, School of Education, Stanford University. Vida Jacks Professor of Education. On leave, 2003-2005.
- 1987-1989 Professor of Education and Psychology, University of California, Santa Cruz.
- 1987-1989 Director, Bilingual Research Group, University of California, Santa Cruz.
- 1983-1987 Associate Professor of Psychology, Yale University.
- 1979-1983 Assistant Professor of Psychology, Yale University.

Honors

- 1976-7 Peter B. Livingston Fellowship, Harvard Medical School. Award to study language acquisition in Japanese children.
- 1982-3 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford. Sponsored by Sloan, Spencer, and Exxon Foundations.

- 1984 Connecticut Association for Bilingual and Bicultural Education. Honored for "Advocacy and Significant Research in Bilingual Education."
- 1986 National Association for Bilingual Education. Honoree of the year.
- 1986 Visiting Distinguished Faculty, University of California at Davis.
- 1986 California Association for Asian-Pacific Bilingual Education. Distinguished Service Award.
- 1987 American Educational Studies Association. Critic's Choice Panel selection for *Mirror of Language: The Debate on Bilingualism*.
- 1988 Distinguished Lecturer, Temple University, Japan.
- 1989 Visiting Distinguished Professor, King/Chavez/Parks Program, University of Michigan.
- 1993 Distinguished Scholar, Committee on the Role and Status of Minorities in Education R&D, American Educational Research Association.
- 1996 Elected to the National Academy of Education.
- 1998 Senior Scholar Fellowship, Spencer Foundation.
- 2005 Master Lecturer, Society for Research in Child Development.
- 2005 Lifetime National Associate, National Academies (National Academy of Sciences and National Research Council).

University Service (Selected, Recent)

Stanford

- Chair, Psychological Studies in Education (4 years)
- Dean's Advisory Committee (5 years)
- Search Committees: Child Development, Adolescence, Sociology, History, Philosophy, Higher Education, Dean of the School of Education.
- Advisory Board, Stanford Teacher Education Program (STEP)
- Committee on Educational Policy (6 years)
- Chair, Language, Literacy and Culture (2 years)

- Technology Advisory Committee (1 year)
- Executive Committee, Stanford Center for Chicano Research (5 years)
- Freshman Advisor (5 years)
- Human Subjects Committee (Non-Medical) (4 years, Chair for 2 years)

UC Merced and University of California System (in addition to duties as Dean)

- Steering Committee, UC Linguistic Minorities Research Institute
- Steering Committee, UC ACCORD
- Visiting Committee, UC Santa Cruz Department of Education
- Board of Governors, UC Consortium for Language Learning and Teaching
- Member, President's Task Force on Faculty Diversity
- Chair, Building Advisory Committee, Social Sciences and Management Building
- Chair, Planning Committee, Early Care and Education Center

Non-University Boards, Committees, Consulting, and Other Activities

Advisory Committee, National Center for Bilingual Research, Los Alamitos, CA. (1980).

Advisory Board, Naomi Gray Associates, Inc., San Francisco, "Instructional Services to Secondary School Language Minority Students with Limited English Proficiency," U. S. Department of Education (1983-1984).

Board of Directors, Latino Youth Development, Inc., New Haven, Connecticut (1984).

Bilingual-Bicultural Education Program Advisory Committee, South Central Community College, New Haven, Connecticut (1984-1987).

Advisory Board, Asian Community Services, New Haven, Connecticut (1984-1986).

Expert Witness, U. S. Department of Justice Community Relations Service, Denver, CO., mediation of Duran et. al. vs. Center Consolidated School District (1986).

Steering Committee, Mayor's Task Force on Literacy, New Haven, Connecticut (1986).

Consultant, Bureau of Program Development, Connecticut State Department of Education, Bilingual Evaluation (1986).

Policy Panel on Bilingual Education, Association for Supervision and Curriculum Development (ASCD), Alexandria, Virginia (1986-7).

Advisory Panel, Psychological Corporation, San Antonio, "Spanish Language Achievement Test Project" (1987).

Advisory Committee, Council of Chief State School Officers, "Limited English Proficient Students Project" (1987-8).

Director, Human Resources, Ateneo Puertorriqueño International Symposium on Bilingualism, San Juan, Puerto Rico (1987).

Board Member, InterCultura, Oak Park, Illinois (1987-).

Co-Chair (with Catherine Snow), Institute on Bilingual Education: Research to Policy to Practice, Harvard Graduate School of Education, December, 1987.

Director, Joint Study of the ESL Needs of the Greater New Haven Area. Study funded by the Connecticut State Department of Higher Education to South Central Community College and the Greater New Haven State Technical College (1987).

Consultant, Education and Cultural and Linguistic Pluralism Case Study Project, Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development (OECD) (1987-1992).

Study Section Member, Human Development and Aging Study Section (Subcommittee 1), Division of Research Grants, National Institutes of Health (1987-1991; Reviewer Reserve, 1992-1996).

Chair, Planning Committee, University of California Linguistic Minorities Project Conference (1988).

Member, Advisory Committee, Assessment of Educational Services for the Amnesty Population. California Postsecondary Education Commission (1988-1989).

Expert Witness, *Teresa P., et al., v. Berkeley Unified School District, et al.*, on behalf of Plaintiffs and META, Inc., Case No. C-87-2396 DLJ, U. S. District Court for the Northern District of California (1988).

Member, Advisory Committee, Japanese-American National Museum, Los Angeles (1988-).

Chair, University of California Linguistic Minorities Project Policy Initiative (1988-1989).

Member, Visiting Committee, Department of Psychology, Harvard University (1989-1995).

Consultant, Curriculum Commission, California State Department of Education (1989).

Member, Superintendent's Elementary Schools Task Force, California State Department of Education (1989-1990).

Chair, Board of Trustees, Center for Applied Linguistics, (Member, 1987-1990, Chair, 1989-1995.)

Advisory Group, Santa Cruz County New Teacher Project Consortium (1990-1992).

Member, Panel to Review Studies on Bilingual Education, Committee on National Statistics, National Research Council, National Academy of Sciences (1991).

Member, Task Force on Assessment, National Council for Education Standards and Testing (1991).

Member, Planning Committee and Chair of Language Development Panel, Society for Research in Child Development (1992-1996).

Chair, Stanford Working Group on Federal Education Programs for Limited English Proficient Students (1992-1993).

Member, Clinton/Gore Presidential Transition, Education Cluster, K-12 Task Force (December, 1992).

Member, National Board for Professional Teaching Standards, English as a New Language Committee (1993-)

Member, Panel on the National Education Standards and Improvement Council (NESIC). National Academy of Education (1994-1995).

Outstanding Book Award Committee, American Educational Research Association (Chair-Designate 1993-4, Chair 1994-5).

Co-Chair, United Supporters of Early Foreign Language. Produced a report presented to the Palo Alto Unified School District requesting action on foreign language in the elementary grades (1994-1995).

Member, Carnegie Task Force on Learning in the Primary Grades. Carnegie Corporation of New York (1994-1996)

Advisory Panel Member, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University (1995-7)

Chair, *Committee to Develop a Research Agenda for the Education of Limited-English-Proficient and Bilingual Students*, Board on Children and Families, National Research Council (1995-1997).

Member, *National Education Goals Panel*, Goal 1 Early Childhood Assessments Resource Group (1995-1998).

National Academy of Education, *Spencer Postdoctoral Fellow Selection Committee* (1996-1999)

Co-Chair (with James Jones), *Panel Study on Racial Dynamics in Colleges and Universities*. Joint project sponsored by the American Educational Research Association and the Stanford University Center for Comparative Studies in Race and Ethnicity (1997-1999)

Member, *Forum on Educational Excellence and Equity*, Board on Testing and Assessment, National Research Council (1999-2001)

Member, *National Educational Research Policy and Priorities Board*, Office of Educational Research and Improvement, U. S. Department of Education (Appointed by Secretary of Education Richard Riley, 1995-1998, reappointed 1998-2004, co-Chair 1995-1997, Chair 1997-).

Member, Board of Directors, *The Spencer Foundation* (1998-2003). Vice Chair of the Board and Chair of Nominating Committee (2002-).

Board of Visitors, Learning Research and Development Center (LRDC), University of Pittsburgh (1998-).

Member, Board of Trustees, *Educational Testing Service* (1998-2004) Audit Committee (1998 - 2003). Program Quality Committee (2003-)

Member, Board of Directors, *Multicultural Education, Training and Advocacy, Inc. (META)*.

Member, National Advisory Board, *The Merrow Report* (Learning Matters, Inc.) (1997-).

Member, Education Advisory Panel, U. S. General Accounting Office (2001 -).

Development Committee, National Academy of Education (2001 -).

Member, Board of Directors, Great Valley Center (and its subsidiary organization, Great Valley Center Partners). (2004 -)

Member, Board of Directors, Healthy House within a Match Coalition (Merced, CA). (2004 -)

Advisory Committee, Agricultural Learning Center, Tulare, California (2004 -)

Member, Board of Directors, Yosemite National Institute (2005 -)

Grants

- 1979-1981 National Institute of Education. *The Acquisition of English by Working Class Adult Speakers of Spanish* (with Herlinda Cancino). \$70,000.
- 1979-1981 The Spencer Foundation. *Social Aspects of Adult Second Language Acquisition*. \$14,079.
- 1980-1982 National Science Foundation. *Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Children*. \$45,000.
- 1981-1984 National Institute of Education. *A Longitudinal Study of the Relationship between Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Children*. \$174,165.
- 1985 The Axe-Houghton Foundation, New York. *Cross-Language Transfer of Skills in Bilingual Children*. \$5,000.
- 1985-1990 U. S. Department of Education, OERI. *Studies in the Linguistic and Metalinguistic Underpinnings of Academic Learning in Bilingual Children*. Subcontract to UCLA Center for Language Education and Research (CLEAR, Amado Padilla, PI). \$664,935.
- 1988-1989 University of California Linguistic Minority Research Project. *Linguistic, Psychological and Contextual Factors in Language Shift*. \$50,000.
- 1988-1990 California Policy Seminar. *Effective Schooling for Hispanic Students*. (Eugene E. Garcia, PI). \$74,418.
- 1988-1989 Presidential Grants for School Improvement, University of California. *Collaboration for School Improvement: The Middle School Project* (E. E. Garcia, PI). \$56,675.
- 1990-1993 The Spencer Foundation. *Language Retention, Loss, and Re-Acquisition*. \$224,900.

- 1992-1993 Carnegie Corporation of New York. *Working Group on Federal Education Programs for Limited-English-Proficient Children*. \$230,000.
- 1990-1995 U. S. Department of Education, Office of Bilingual Education and Language Minority Affairs (OBEMLA). *Bilingual Education Fellowship Program*. (over \$1 million)
- 1993-1994 Carnegie Corporation of New York. *Limited-English-Proficient Students and Education Reform: Follow-up Activities to the Stanford Working Group on Federal Education Programs for L.E.P. Students*. \$165,000.
- 1993-1994 John D. and Catherine T. MacArthur Foundation. *Limited-English-Proficient Students and Education Reform: Follow-up Activities to the Stanford Working Group on Federal Education Programs for L.E.P. Students*. \$50,000.
- 1994-1997 The Spencer Foundation. Lucinda Pease-Alvarez, co-Principal Investigator. *Language Maintenance and Shift in Early Adolescence*.
- 1994-1997 Carnegie Corporation of New York. *Limited-English-Proficient Students and Education Reform*. \$300,000.
- 1995-1996 The Andrew W. Mellon Foundation. *Panel Study on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students*. \$50,000.
- 1997-1999 American Educational Research Association. *Panel Study on Racial Dynamics in Colleges and Universities*. \$172,635.
- 1998-2000 The Spencer Foundation. *Spencer Senior Scholar Fellowship: Testing Hypotheses about Educating Language Minority Students*. \$350,000.
- 1999 San Diego City Schools. *Language and Academic Development of English Language Learners*. \$12,904.
- 1999-2003 James S. McDonnell Foundation. *The Effects of Metacognitive Approaches on Improving English as a Second Language Instruction for Language Minority Students*. \$372,232.
- 1999-2004 San Francisco Unified School District. *CLAD/BCLAD Networked Learning Project*. Subcontract under a grant to SFUSD from the U. S. Department of Education, OBEMLA. \$344,000.

- 2001-2002 Joint funding from the Hewlett Foundation, the Irvine Foundation, the Carnegie Corporation of New York, and the Ford Foundation. *An Experimental Test of the Effects of Racial Diversity on the Critical Thinking among College Students*. (Anthony Antonio, co-PI). \$350,000 total.
- 2002-2007 *Stanford Collaboration for Technology Support to Improve English Language Learner Teacher Development*. U. S. Department of Education (Guadalupe Valdes, co-PI, \$1,294,254).
- 2003-2005 *Teaching / Learning Partnership between UC Merced and Community Colleges*. William and Flora Hewlett Foundation. (Jeff Wright, Maria Pallavicini co-PIs) \$599,575.

Publications

1. Hakuta, K. (1974). A preliminary report on the development of grammatical morphemes in a Japanese child learning English as a second language. *Working Papers in Bilingualism*, 3, 18-38. Reprinted in E. Hatch (Ed.). *Studies in Second Language Acquisition*. Rowley, Mass.: Newbury House Publishers, 1979.
2. Hakuta, K. (1974). Prefabricated patterns and the emergence of structure in second language acquisition. *Language Learning*, 24, 287-297.
3. Hakuta, K. (1975). Learning to speak a second language: what exactly does the child learn? In D. P. Dato (Ed.), *Developmental Psycholinguistics: Theory and Applications*. Washington, D. C.: Georgetown University Press.
4. Hakuta, K. (1976). A case study of a Japanese child learning English. *Language Learning*, 26, 321-351.
5. Hakuta, K. & Cancino, H. (1977). Trends in second language acquisition research. *Harvard Educational Review*, 47, 294-316.
6. Hakuta, K. (1977). Word order and particles in the acquisition of Japanese. *Papers and Reports on Child Language Development*, 13, 117-127.
7. de Villiers, J. G., Tager-Flusberg, H. & Hakuta, K. (1977). Deciding between theories of coordination in child speech. *Papers and Reports on Child Language Development*, 13, 128-137.

8. de Villiers, J. G., Tager-Flusberg, H., Hakuta, K. & Cohen, M. (1979). Children's comprehension of English relative clauses. *Journal of Psycholinguistic Research*, 8, 499-518.
9. Hakuta, K. (1980). Some common goals for first and second language acquisition research. In R. Andersen (Ed.), *New Dimensions in Research on the Acquisition and Use of a Second Language*. Rowley, Mass.: Newbury House Publishers.
10. Hakuta, K. (1980). Review of Givon (Understanding Language), Cooper and Walker (Sentence Processing) and Schiefelbusch (Nonspeech Language and Communication). *American Scientist*, 68, 577-578.
11. Hakuta, K. (1981). Grammatical description versus configurational arrangement in language acquisition: the case of relative clauses in Japanese. *Cognition*, 9, 197-236.
12. Hakuta, K. (1982). Interaction between particles and word order in the comprehension and production of simple sentences in Japanese children. *Developmental Psychology*, 18, 62-76.
13. Hakuta, K., de Villiers, J. G., & Tager-Flusberg, H. (1982). Sentence coordination in Japanese and English. *Journal of Child Language*, 9, 193-207.
14. Tager-Flusberg, H., de Villiers, J. G. & Hakuta, K. (1982). The development of sentence coordination. In S. A. Kuczaj (Ed.), *Language Development: Problems, Theories and Controversies, Volume I: Syntax and Semantics*. Hillsdale, N. J.: Lawrence Erlbaum Associates.
15. Hakuta, K. (1983). English language acquisition by speakers of Asian languages. In Chu-Chang, M. (Ed.), *Comparative Research in Bilingual Education: Asian-Pacific-American Perspectives*. New York: Teachers College Press.
16. Hakuta, K. (1983). Grammar in minds of adults, children and linguists. In H. Wode & S. Felix (Eds.), *Language Development at the Crossroads: Papers Presented at the Interdisciplinary Conference on Language Acquisition, Passau 1981*. Tuebingen, Germany: Gunter Narr Publishing Company.
17. Hakuta, K. (1983). New methodologies for studying the relationship of bilingualism and cognitive flexibility. *TESOL Quarterly*, 17, 687-681.
18. Hakuta, K. (1983). Review of Grittner (Learning a Second Language: 79th Yearbook of the National Society for the Study of Education). *Child Development Abstracts and Bibliography*, 57, 119-120.

19. Hakuta, K. (1981). Review of Piattelli-Palmarini (Language and Learning: the debate between Jean Piaget and Noam Chomsky). *Harvard Educational Review*, 51, 437-439.
20. Goodban, N. & Hakuta, K. (September, 1984). Statistical quintet (Review of statistical programs for the IBM Personal Computer). *PC World*, 2, 186-195.
21. Hakuta, K. (1984). Bilingual education in the public eye: a case study of New Haven, Connecticut. *NABE Journal*, 9, 53-76.
22. Hakuta, K. (1984). In what ways are language universals psychologically real? *Typological Studies in Language, Volume 6: Language Universals and Second Language Acquisition*. Amsterdam: John Benjamins.
23. Hakuta, K. (1984). Review of Moerk (The Mother of Eve -- as a First Language Teacher). *Contemporary Psychology*, 29, 744-745.
24. Hakuta, K. (1985). Cognitive development in bilingual instruction. In *Issues in English language development* (pp. 63-67), Rosslyn, Va.: National Clearinghouse for Bilingual Education.
25. Hakuta, K. & Diaz, R. (1985). The relationship between degree of bilingualism and cognitive ability: a critical discussion and some new longitudinal data. In K. E. Nelson (Ed.), *Children's Language, Volume 5* (Pp. 319-344). Hillsdale, N. J.: Lawrence Erlbaum Associates.
26. Hakuta, K. & Campbell, R. (1985). The future of bilingual education. *COSSA Washington Update*, 4, (6), 4-6.
27. Hakuta, K. (1985). Review of McLaughlin (Second-Language Acquisition in Childhood: Volume I: Preschool Children). *American Scientist*, 73, 204.
28. Hakuta, K. & Suben, J. (1985). Bilingualism and cognitive development. *Annual Review of Applied Linguistics*, 6, 35-45.
29. Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.
30. Hakuta, K. & Bloom, L. (1986). The search for cross-linguistic invariants and variation in language development. In H. Azuma, K. Hakuta & H. Stevenson (Eds.), *Child development in Japan and the United States*. New York: W. H. Freeman.

31. Hakuta, K. & Snow, C. E. (1986). Summary of research in bilingual education. *California School Boards Journal*, 44 (7), 2-4.
32. Hakuta, K. & Snow, C. (1986). The role of research in policy decisions about bilingual education. Written testimony to the U. S. House of Representatives, Committee on Education and Labor, 99th Congress, 2nd Session. Reprinted in *NABE News*, 9 (3), 1-21.
33. Stevenson, H., Azuma, H. & Hakuta, K. (Eds.). (1986). *Child development and education in Japan*. San Francisco: W. H. Freeman.
34. Hakuta, K. (1986). Cognitive development of bilingual children. *Center for Language Education and Research Educational Report Series, No. 3*. UCLA.
35. Hakuta, K. (1987). The second language learner in the context of the study of language acquisition. In P. Homel, M. Palij & D. Aaronson (Eds.), *Childhood bilingualism: Aspects of cognitive, social and emotional development* (pp.31-55). Hillsdale, NJ.: Lawrence Erlbaum Associates.
36. Hakuta, K., Ferdman, B. M. & Diaz, R. M. (1987). Bilingualism and cognitive development: Three perspectives. In S. Rosenberg (Ed.), *Advances in Applied Psycholinguistics Volume II: Reading, Writing and Language Learning*. (pp. 284-319). Cambridge: Cambridge University Press.
37. Hakuta, K. (1987). View of the bilingual child. Review of A. Fantini, *Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective*. *Contemporary Psychology*, 32, 149-150.
38. Hakuta, K. (1987). Societal and policy contexts of research with language minority students. In C. Underwood (Ed.), *Proceedings of the University of California Linguistic Minority Project Conference*. (pp. 7-20). Berkeley, CA: University of California, Berkeley.
39. Levy, J., Berreth, D. G., Garza, G., Hakuta, K., Saville-Troike, M. & Zakariya, S. B. (1987). *Building an indivisible nation: Bilingual education in context*. Alexandria, VA.: ASCD.
40. Hakuta, K. & Gould, L. (March, 1987). Synthesis of research on bilingual education. *Educational Leadership*, 44, 39-45.
41. Hakuta, K. (1988). Why bilinguals? In F. Kessel (Ed.), *Development of language and language researchers (Essays presented to Roger Brown)* (Pp. 299-318). Hillsdale, N.J.: Lawrence Erlbaum Associates.

42. Hakuta, K. (1987). Degree of bilingualism and cognitive ability in mainland Puerto Rican children. *Child Development*, 58, 1372-1388.
43. Hakuta, K. & Rodriguez-Lansberg, M. (in press). El papel del primer idioma en la adquisicion de un segundo idioma. To appear in the Proceedings of the Ateneo Puertorriqueno International Symposium on Bilingualism.
44. Prince, C. D. & Hakuta, K. (1987). Bilingualism in a community perspective: The case of New Haven. In *Schooling Language Minority Youth, Vol. III: Proceedings of the University of California Linguistic Minority Research Project Conference* (Pp. 17-38). Los Angeles: UCLA.
45. Galambos, S. & Hakuta, K. (1988). Subject-specific and task-specific characteristics of metalinguistic awareness in bilingual children. *Applied Psycholinguistics*, 9, 141-162.
46. Hakuta, K. & Garcia, E. E. (1989). Bilingualism and education. *American Psychologist*, 44, 374-379.
47. Hakuta, K. (1989). An interview with Werner F. Leopold. *BRG Working Papers*, No. 89-07. Santa Cruz, California: University of California, Santa Cruz, Bilingual Research Group.
48. Hakuta, K. (1989). Bilingualism and intelligence testing: An annotated bibliography. *BRG Working Papers*, No. 89-08. Santa Cruz, California: University of California, Santa Cruz, Bilingual Research Group.
49. Hakuta, K. (1988). A wordly look at language acquisition: Review of Dan I. Slobin (Ed.), *The crosslinguistic study of language acquisition*. *Contemporary Psychology*, 33, 576-578.
50. Hakuta, K. (in press). Review of Eleanor Wilson Orr, *Twice as less: Does Black English stand between black students and success in math and science?* American Scientist.
51. Hakuta, K. (1989). Translation skills in bilingual children. Stanford Forum for Research in Language and Culture.
52. Hakuta, K. (1989). (Ed.), *Policy and research perspectives on linguistic minority education: Proceedings of the 4th University of California Linguistic Minority Research Project Conference*. Berkeley, California: University of California.
53. Hakuta, K. (1989). Review of James Crawford, *Bilingual education: History, theory, politics, and practice*. *American School Boards Journal*, 176 (October), 11.

54. Hakuta, K. (1989). Having it both ways. Review of S. Romaine, *Bilingualism* and J. F. Hamers & M. H. A. Blanc, *Bilinguality and Bilingualism*. *Times Literary Supplement*, November 17-23, p. 1263.
55. Hakuta, K. (1990). Language and cognition in bilingual children. In A. Padilla, C. Valdez & H. Fairchild (Eds.), *Bilingual education: Issues and strategies*. (Pp. 47-59). Newbury Park, California: Sage Publications.
56. Malakoff, M. & Hakuta, K. (1990). History of minority education in the United States. In A. Padilla, C. Valdez & H. Fairchild (Eds.), *Bilingual education: Issues and strategies*. (Pp. 27-43). Newbury Park, California: Sage Publications.
57. Hakuta, K. (1990). Bilingualism and bilingual education: A research perspective. *Occasional Papers Series, No. 1*. Washington, DC: National Clearinghouse for Bilingual Education.
58. Padilla, A. M., Lindholm, K. J., Chen, A., Durán, R., with Hakuta, K., Lambert, W. & Tucker, G. R. (1991). The English-only movement: Myths, reality, and implications for psychology. *American Psychologist*, 46, 120-130.
59. Malakoff, M. & Hakuta, K. (1991). Translation skill and metalinguistic awareness in bilinguals. In E. Bialystok (Ed.), *Language processing and language awareness by bilingual children* (pp. 141-166). Oxford: Oxford University Press.
60. Hakuta, K. (1991). What bilingual education has taught the experimental psychologist: A capsule account in honor of Joshua A. Fishman. In O. García (Ed.), *Bilingual education: Focusschrift in honor of Joshua A. Fishman on the occasion of his 65th birthday*. (Pp. 203-212). Amsterdam: John Benjamins.
61. Shannon, S. & Hakuta, K. (1991). Challenges for limited English proficient students and the schools. In M. Reynolds, H. Walberg & M. Wang (eds.), *Handbook of special education: Research and practice, Vol. 4: Emerging programs* (pp. 215-233). New York: Pergamon Press.
62. Hakuta, K. (1991). Review of K. Hyltenstam & L. Obler (Eds.), *Bilingualism across the lifespan: Aspects of acquisition, maturity, and loss*. *Applied Linguistics*, 12, 337-339.
63. Hakuta, K. (1991). Review of S. Foster, *The communicative competence of young children: A modular approach*. *Child Development Abstracts and Bibliography*, 65, 97-98.

64. Hakuta, K. (1991). Notes on Implications of National Assessment for Special Populations. Washington, DC: Task Force on Assessment, National Council on Education Standards and Testing.
65. Hakuta, K. (1992). Bilingualism. *International Encyclopedia of Linguistics, Vol. 1* (pp. 175-178). Oxford University Press.
66. Hakuta, K. & D'Andrea, D. (1992). Some properties of bilingual maintenance and loss in Mexican background high-school students. *Applied Linguistics, 13*, 72-99.
67. Pease-Alvarez, L. & Hakuta, K. (1992). Enriching our views of bilingualism and bilingual education. *Educational Researcher, 21* (March), 4-19,24.
68. Hakuta, K. & Pease-Alvarez, L. (1992). (Eds.) Special issue on bilingual education. *Educational Researcher, 21*, No. 2 (March).
69. Snow, C. & Hakuta, K. (1992). The costs of monolingualism. In J. Crawford (Ed.), *Language loyalties* (pp. 384-394). Chicago: University of Chicago Press.
70. Hakuta, K. (1992). The gift of bilingualism. *Proceedings of the Esther Katz Rosen Symposium on the Psychological Development of Gifted Children*. American Psychological Association.
71. Hakuta, K. (1994). Distinguishing among proficiency, choice, and attitudes in questions about language for bilinguals. In C. Garcia Coll and G. Lamberty (eds.), *Health and development of Puerto Rican mothers and children in the mainland, Vol. II* (pp. 191-209). New York: Plenum.
72. Pease-Alvarez, L. & Hakuta, K. (1993). Perspectives on language maintenance and shift in Mexican-origin students. In P. Phelan & A. L. Davidson (Eds.), *Renegotiating cultural diversity in American schools* (pp. 89-107). New York: Teachers College Press.
73. Hakuta, K. (1993). Second-language acquisition, bilingual education, and prospects for a language-rich nation. *Restructuring learning: 1990 Summer institute papers and recommendations by the Council of Chief State School Officers* (pp. 123-131). Washington, DC: Council of Chief State School Officers.
74. Hakuta, K. (in press). Bilingualism. In T. Husén & T. N. Postlethwaite (Eds.), *The international encyclopedia of education, 2nd Edition*. Oxford: Permagon Press.
75. Hakuta, K. (in press). Bilingualism. In R. Sternberg (Ed.), *Encyclopedia of intelligence*. New York: MacMillan Publishing Co.

76. Hakuta, K. & Pease-Alvarez, L. (1994). Proficiency, choice and attitudes in bilingual Mexican-American children. In G. Extra & L. Verhoeven (eds.), *The cross-linguistic study of bilingual development* (pp. 145-164). Royal Netherlands Academy of Arts and Sciences. North-Holland, Amsterdam.
77. Bialystok, E. & Hakuta, K. (1994). *In other words: The science and psychology of second language acquisition*. New York: Basic Books.
78. August, D., Hakuta, K. & Pompa, D. (1994). *For All Students: Limited English Proficient Students and Goals 2000. Focus, Vol. 10 (Fall, 1994)*. Washington, DC: National Clearinghouse for Bilingual Education.
79. Hakuta, K. & Valdes, G. (1994). A study design to evaluate strategies for the inclusion of L.E.P. students in the NAEP State Trial Assessment. National Academy of Education Panel on NAEP Trial State Assessment.
80. August, D. & Hakuta, K. (1994). Evaluating the inclusion of L.E.P. students in systemic reform. In *Issues and Strategies in Evaluating Systemic Reform*. U. S. Department of Education, Office of the Undersecretary, Planning and Evaluation Service.
81. Moran, C. & Hakuta, K. (1995). Bilingual education: Broadening research perspectives. In J. Banks (Ed.), *Handbook of Multicultural Education* (pp. 445-462). New York: MacMillan Publishing Co.
82. Hakuta, K. (1995). Language minority students: Challenges and Promises. In *What Governors Need to Know about Education Reform*. Washington, DC: National Governors' Association.
83. August, D., Hakuta, K., Olguin, F. & Pompa, D. (1995) LEP Students and Title I: A Guidebook for Educators. *National Clearinghouse for Bilingual Education (NCBE) Resource Collection Series*, No. 1 (available at <http://www.ncbe.gwu.edu>).
84. Hakuta, K. & Feldman Mostafapour, E. (1996). Perspectives from the history and politics of bilingualism and bilingual education in the United States. In I. Parasnis (ed.), *Cultural and language diversity: Reflections on the Deaf experience* (pp. 38-50). New York and Cambridge: Cambridge University Press.
85. Hakuta, K. & McLaughlin, B. (1996). Bilingualism and second language learning: Seven tensions that define the research. In D. Berliner & R. Calfee (eds.), *Handbook of Educational Psychology* (pp. 603-621). New York: Macmillan Publishing Co.

86. Pease-Alvarez, L., Hakuta, K. & Bayley, R. (1996). Spanish proficiency and language use in a California Mexican community. *Journal of the Linguistic Association of the Southwest*, 15, 137-152.
87. August, D. & Hakuta, K. (1997). *Improving Schooling for Language-Minority Children*. Washington, DC: National Academy Press.
88. Galguera, T. & Hakuta, K. (1997). Linguistically diverse students. In H. J. Walberg & G. D. Haertel (eds.), *Psychology and educational practice* (pp. 387-407). Berkeley, CA: McCutchan Publishers.
89. August, D. & Hakuta, K. (Eds.). (1998). *Educating Language Minority Children*. Washington, DC: National Academy Press.
90. Hakuta, K. (1998). Improving education for all children: Meeting the needs of language minority children. In D. Clark (ed.), *Education and the Development of American Youth*. Washington, DC: The Aspen Institute.
91. Bialystok, E. & Hakuta, K. (1999). Confounded age: Linguistic and cognitive factors in age differences for second language acquisition. In D. Birdsong (ed.), *Second language acquisition and the critical period hypothesis*. Mahwah, NJ: Lawrence Erlbaum Associates.
92. Hakuta, K., Butler, Y. Goto, & Bousquet, M. (1999). SAT-9 scores and California's Proposition 227. NABE News (November), 5-7. More details are reported at: <http://www.stanford.edu/~hakuta/SAT9/index.htm>
93. Chang, M. J., Witt-Sandis, D. & Hakuta, K. (1999). The dynamics of race in higher education: An examination of the evidence. *Equity and Excellence in Education*, 32, 12-16.
94. Hakuta, K., Goto Butler, Y., & Witt, D. (2000). *How Long Does It Take English Learners to Attain Proficiency?* University of California Linguistic Minority Research Institute Policy Report 2000-1.
95. Milem, J. & Hakuta, K. (2000). The benefits of racial and ethnic diversity in higher education. In D. J. Wilds (ed.), *Minorities in Higher Education 1999-2000: Seventeenth Annual Status Report*. Washington, DC: American Council on Education.
96. Goto-Butler, Y., Orr, J. E., Bousquet Gutierrez, M. & Hakuta, K. (2000). Inadequate conclusions from an inadequate assessment: What can SAT-9 scores tell us about the impact of Proposition 227 in California? *Bilingual Research Journal*, 24, 141-154.

97. Hakuta, K. (2001). A Critical Period for Second Language Acquisition? In D. Bailey, J. Bruer, F. Symons & J. Lichtman (eds.), *Critical Thinking about Critical Periods*. (pp. 193-205). Baltimore: Paul Brookes Publishing Co.
98. Chang, M. J., Witt, D., Jones, J. & Hakuta, K. (Eds.) (2003). *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*. Stanford University Press.
99. Hakuta, K., Bialystok, E. & Wiley, E. (2003). Critical Evidence: A Test of the Critical Period Hypothesis for Second Language Acquisition. *Psychological Science*, 14 (1), 31-38.
100. Bikle, K., Billings, E. & Hakuta, K. (2004). Two-Way Immersion: Lessons for Language Education. In J. Banks (ed.), *Handbook of Research in Multicultural Education*, 2nd Edition. (pp. 589-604). New York: MacMillan.
101. Baker, S. & Hakuta, K. (in press). Bilingual education and Latino civil rights. To appear in volume edited by Gary Orfield and Chris Edley, Harvard Civil Rights Project.
102. Goto Butler, Y. & Hakuta, K. (2004). Bilingualism and second language acquisition. In T. Bhatia & W. Ritchie (eds.), *Handbook of bilingualism*. (pp. 114-145). Blackwell Publishers.
103. Antonio, A., Chang, M., Hakuta, K., Kenny, D., Levin, S. & Milem, J. (2004). Effects of Racial Diversity on Complex Thinking in College Students. *Psychological Science*, 15 (8), 507-510.
104. Wiley, E., Bialystok, E. & Hakuta, K. (in press, January 2005). New Approaches to Using Census Data to Test the Critical Period Hypothesis for Second Language Acquisition. *Psychological Science*, 16 (1), 341-343.
105. *American Psychological Association Dictionary of Psychology* (in press).
 Entries for the area of language: abstract word, accent, accusative, acoustic cue, acoustic phonetics, actional verb, active voice, additive bilingualism, address (forms of), affirmative, affixation, agent, agglutination, agglutinative languages, agreement, allomorph, allophone, alphabet, ambiguity, analogy, anaphora, animate noun, antecedent, anthropological linguistics, antonym, applied linguistics, arbitrary symbol, areal linguistics, article, articulatory phonetics, artificial language, aspect, aspiration, autonomous syntax, auxiliary inversion, auxiliary verb, base structure, bidialectalism, bilingualism biliteracy, binary feature, Black English, blending, bound morpheme, branching, case, case grammar, categorical perception, causative verb, concrete word, clause, closed-class words, code switching, cognate, cognitive grammar, communicative competence, comparative linguistics, competence, complex sentence, compound, computational linguistics, conditional clause,

conjunction, connotative meaning, consonant, constituent, constraint, contact language, content word, contrastive analysis, contrastive rhetoric, conversational inference, conversational repair, coordination, copula, corpus, counterfactual, Creole, dative, declarative, decreolization, deep structure, definite article, deixis, deletion, denotative meaning, descriptive grammar, developmental psycholinguistics, diachronic linguistics, dialect, dialectology, diglossia, discourse analysis, discourse routine, early bilingualism, educational linguistics, elaborated code, elite bilingualism, ellipsis, embedding, emic/etic distinction, ergative, error analysis, ethnolinguistics, etic, etymology, experiencer, expressive language, extensional meaning, figurative language, finite state grammar, folk bilingualism, foregrounding, foreigner talk, formal grammar, form-function relation/distinction, fossilization, free morpheme, free variation, function word, functional grammar, fusional languages, garden path sentences, General Semantics, generative grammar, generative transformational grammar, genitive, given-new distinction, government and binding, grammaticality, grapheme, hedge, historical linguistics, holophrase, homograph, homonym, hypercorrection, iconic symbol, idiolect, idiom, illocutionary act, imperative, implicature, inanimate noun, indefinite article, indirect object, indirect speech act, inflection, instrumental case, intensional meaning, interference, interlanguage, International Phonetic Alphabet (IPA), interpretation, interrogative, intonation, irregular rule, jargon, juncture, kernel sentence, kinesis, language, Language Acquisition Device (LAD), language acquisition theory, language contact, language death, language development, language loyalty, language maintenance, language origin, language planning, language shift, language socialization, language transfer, language universal, late bilingualism, lexical access, lexical ambiguity, lexical memory, lexical selection, lexicon, lingua franca, linguistic universal, linguist, metalinguistic awareness, linguistic determinism, linguistic minority, linguistic relativity, linguistic typology, linguistic universals, linguistics, literacy, mand function, mean length of utterance (MLU), mental lexicon, mentalese, metaphor, minimal pair, MLU, modularity, morpheme, morphology, morphophonemics, motherese, multilingualism, native speaker, nativist, nativistic theory, natural language, neurolinguistics, number, object, onomatopoeia, open-class words, origin-of-language theories, orthography, paralinguistics, paraphrase, parsing, passive vocabulary, passive voice, pause, performance, performative, philology, phoneme, phoneme-grapheme correspondence, phonemic restoration effect, phonemics, phonetic symbolism, phonetics, phonology, phrase, phrase-structure grammar, pidgin, polysemy, pragmatics, predicate, prefix, prelinguistic, prescriptive grammar, prescriptivism, presupposition, productive vocabulary, pronoun, proposition, prepositional context, prosodic features, prosody, proto-language, psycholinguistics, pun, quantifier, receptive language, receptive vocabulary, recursion, recursive, redundancy, referent, register, regular rule, repair, restricted code, rewrite rule, rich interpretation, rule, Sapir-Whorf hypothesis, schwa, semantic differential, semantic network, semantic primitive, semantics, semiotics, sign language, simple sentence, slip of the tongue, sociolinguistics, sound change, source language, species-specificity of language, spectrograph, speech, speech act, speech community, speech development, speech error, speech origin, speech perception, speech production, spoonerism, standard language, stress, string, subject (S), subjunctive, subordination, subtractive bilingualism, suffix, suprasegmental, surface structure, syllable, synchronic linguistics, synonym, syntax, tag question, target language, task-specificity of language, tense, Thorndike-Lorge List, tone, tonal language, transformational grammar, transformational rules, translation, T-unit, typology, unaspirated sound, universal, universal grammar (UG), utterance, variety, verb, verbal behavior, vernacular, vocabulary growth, voice-onset time (VOT), vowel, Whorfian hypothesis, working vocabulary, Zipf's law.

Washington, DC: American Psychological Association.

106. Stipek, D. & Hakuta, K. (in press). 7 strategies to ensure that no child starts from behind. In J. Lawrence Aber, Sandra J. Bishop-Josef, Stephanie M. Jones, Kathryn Taaffe McLearn, and Deborah Phillips (eds.). *Child Development and Social Policy: Knowledge for Action*. Washington, DC: American Psychological Association.

last updated on October, 2005.

Richard M. Kogut has over 35 years experience in information technology, including 15 years with Brown University, 5 years with Georgetown University, and over a decade with Cie IBM France. His focus has primarily been on implementing highly scaleable technology and organizations. He has been active in various higher education information technology groups over the years and has served on several Educause committees. Richard holds an ScB in Electrical Engineering and an ScM in Computer Science from Brown University.

R BRUCE MILLER

CONTACT

University of California, Merced
PO Box 2039
Merced CA 95344
209.658.4444
bmiller@ucmerced.edu

EMPLOYMENT

- University of California, Merced, Library
 - University Librarian (2001-present)
- University of California, San Diego, Libraries
 - Associate University Librarian—User Support Services (1987-2001)
- Indiana University Libraries System (statewide)
 - Systems Officer (1983-87)
- University of Texas at Austin, General Libraries
 - Special Assistant, Information and Systems (1978-1983)
 - Authority Control Coordinator (quarter time, 1980-1981)
 - Assistant Head, Automated Cataloging Department (1976-1978)
 - Library Assistant, Humanities Research Center (1973-1975)

EDUCATION

- University of Texas at Austin
 - Doctoral student—Information science (1976-77)
 - Master of Library Science (1975, Beta Phi Mu)
 - Graduate student—Russian literature/language (1970-71, Phi Kappa Phi)
- University of Texas at Arlington
 - B.A. Psychology (1968, Phi Kappa Theta)

HONORS

- University of Texas at Austin, Graduate School of Library and Information Science
 - Alumnus of the Year (1984)
- University of Texas at Austin, General Libraries
 - Librarian Excellence Award (1983)

SELECTED PUBLICATIONS

With Karl K. Lo. "The Digital Pacific Rim Library of the University of California, San Diego," in *Proceedings of the Kyoto International Conference on Digital Libraries*. IEEE. (March 2001)

With Phyllis S. Mirsky and Karl K. Lo. "The Pacific Rim Digital Library Alliance," *D-lib Magazine* (July/August 1999)

With Phyllis S. Mirsky and Karl Lo. "From Farmington Plan to the Pacific Rim Digital Library Alliance: New Strategies in Developing International Collections," *Collection Management*. 24, 3&4: 241-250 (2000)

With Milton T. Wolf, "The Information Future," *Information Technology and Libraries*. 14, no.4: 215-269 (December 1995)

With Milton T. Wolf, *Thinking Robots, an Aware Internet, and Cyberpunk Librarians*. Chicago: Library and Information Technology Association, 1992. 200 p.

Books About the Future. Chicago: American Library Association, 1992. brochure, 12 leaves.

With Karl K. Lo, "Computers and Romanization of Chinese Bibliographic Records," *Information Technology and Libraries*. 10, no.3: 221-233 (September 1991)

"Images of Information Technology and Libraries in Science Fiction" in *Convergence*. Chicago: American Library Association, 1990. p.261-267

"Glossary of Terms, Networks, and Organizations" in *Library Perspectives on NREN: The National Research and Education Network*. Chicago: Library and Information Technology Association, 1990. p.71-75

Reprinted in:

- *The Whole Library Handbook*. Chicago: American Library Association, 1991. p.372-375.

"Contingency Planning Resources," *Information Technology and Libraries*. 9, no.2: 179-180 (June 1990)

"Libraries and Computers: Disaster Prevention and Recovery," *Information Technology and Libraries*. 7, no.4, 349-358 (December 1988)

"Viability of Automation Vendors," in *Library Hi Tech Bibliography*. 3, 121-128 (1988)

With Raymond Debusse and Susan K. Martin, "Biblio-Techniques, Inc.: The Promise that Was BLIS," in *Library Hi Tech*. 5, no.3, 40-41 (1987)

With Anne Rimmer, "Psychological Preparation for Automation," in *Proceedings, Conference on Integrated Online Library Systems*. Canfield, OH: Genaway, 1987. p.373-383.

Systems Office Organization. (SPEC Kit 128) Washington: System and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1986. 97 p.

"Radiation, Ergonomics, Ion Depletion, and VDTs," *Information Technology and Libraries*. 2, no.3: 151-158 (June 1983)

Reprinted in:

- *DoD Librarian Interfaces: 32nd Military Librarians' Workshop Proceedings*. San Diego: Naval Oceans Systems Center, 1989. p. 191-205
- *Training Issues in Changing Technology*. Chicago: Library Administration and Management Association, 1986. p.27-43
- *Alternative Library Literature, 1982-1983*. Phoenix: Oryx Press, 1984. p.32-37

This paper is frequently cited and excerpted. It forms the foundation for a number of related publications not cited here.

"Non-roman Scripts and Computer Terminal Developments," *Information Technology and Libraries*. 1, no.2: 143-148 (June 1982)

"Planning, Creating, and Maintaining the Bibliographic Database," in *Proceedings of the Preconference on Online Catalogs*. Houston: Texas Library Association, 1982. p.24-42.

"Authority Control in the Network Environment" in *Authority Control: The Key to Tomorrow's Catalog*. Phoenix: Oryx Press, 1982. p.36-52

Name Authority Control for Card Catalogs in the General Libraries. Austin: University of Texas at Austin, General Libraries, 1981. 144 p.