

May 24, 1999

Dr. Richard C. Kunkel, Chair
Provost and Vice President for
Academic Affairs Search Committee
208 Samford Hall
Auburn University, AL 36849-5218

Dear Dr. Kunkel:

I am writing to apply for the position of Provost and Vice President for Academic Affairs at Auburn University. My experiences related below and my curriculum vitae will address the qualifications you list in your position notice. I am currently Executive Vice President and Provost at Michigan Technological University, a Doctoral II institution which is ranked in the second quartile (#88 in 1998) of the 228 national universities by U.S. News and World Report. It was also ranked 40 among the top 50 public universities. Although MTU is a relatively small institution (we currently have 6,300 students, 10% of whom are graduate students), the complexity and span of my position is significant. I am the chief operating officer of the University, as well as the chief academic officer. The units reporting to me include the deans of the five colleges and schools, the Vice Provost for Research and Dean of the Graduate School (encompassing the research institutes and centers), student affairs and student services, athletics, continuing education and public services, educational opportunities (summer youth programs, women in engineering, minorities in engineering, etc.), computing and information technology, the library, facilities management (including maintenance, construction, public safety, central stores, etc.), auxiliary enterprises (including housing and food services, student center, student development complex, bookstore, ice arena, golf course, ski hill, and pro shops), international programs, human resources, technology transfer, cultural enrichment, the Center for Teaching, Learning, and Faculty Development, institutional analysis, and other miscellaneous offices within the University. This experience, combined with my similar involvement in a wide range of activities at Washington State University, leads me to believe that I meet your threshold requirements.

A simple listing of reporting relationships does not address the major question, however, of how (or if) I have improved the University during my tenure here. I believe that my greatest contribution has been in the area of shared governance. I have worked closely and collaboratively with deans, directors, and department chairs. I have played a key role in empowering the University Senate and the Staff Council. They are now involved in a meaningful way in the decision-making processes of the University. I regularly attend the meetings of both groups, and I meet separately with the officers to discuss matters of mutual concern. I have also suggested, and now sponsor, televising the Senate meetings; this seemingly trivial idea has resulted in greatly enhanced communication with on-

May 24, 1999

campus and off-campus constituents and has heightened the prestige of Senate service. In summary, I believe the campus mood is much more positive than when I arrived. Admittedly, part of the reason may be the cumulative 18% increase in salaries over the last four years - I have made competitive salaries for faculty and staff my highest priority.

MTU, like all Michigan universities, has a great deal of autonomy with regard to its budget, including setting tuition (which is retained), room and board rates, and salaries and benefits. Therefore, the budget process is a meaningful exercise. I have involved the deans and directors, department chairs, University Senate, and Staff Council in identifying and setting budget priorities. We have corporately attempted to balance the interests of the faculty, staff, and students while meeting the financial objectives established by our Board of Control. In order to accomplish that goal intelligently, we needed a commonly agreed upon long range plan, as well as a set of goals and objectives. With the help of the University Direction and Planning Committee, and with the concurrence of the President and the Board, we have developed and adopted a long range plan which includes both five- and ten-year goals. We have transformed that plan into a strategic plan which supports and shapes budget prioritization in the budget cycle. This concept of the budget being driven by the plan is a new one here at Tech. I am certain that the Senate's involvement throughout this process has been critical to their new sense of empowerment.

I am ultimately responsible for developing and administering an annual budget of \$132 million. This year, for the first time, we have developed a five-year budget model to inform the planning and budgeting process. I have had to make some difficult, and-sometimes unpopular, decisions. For example, I rejected a Senate proposal to fund an enhanced retirement program for faculty because the cost was too great. However, I developed a counterproposal which was adopted - a retirement furlough program which required no additional budget commitment. One advantage of our relative budget autonomy is that we can establish new faculty lines fairly easily (as long as the resources are there). In the past four years, we have added fifty new faculty lines (twenty-two of these were filled by women - thirteen of them in science and engineering). Many of these positions were funded through our 99% base budget process. This reallocation of existing resources has allowed us to focus on new initiatives. I have also been able to attract first-rate new leadership for the University as opportunities have arisen to hire new Deans in Engineering and in Business, and new Directors of Information Technology and of International Programs. To aid us in making good budget decisions and in developing a good strategic plan, I have initiated a benchmarking study which provides us with useful comparative data as well as new ideas about best practices among our peers.

I have mentioned the involvement of Staff Council in shared governance. I have also worked closely with the Director of Human Resources to develop a strategy for mutual gains bargaining in dealing with the three unions on campus. One result has been the development of a five-year salary equity plan for clerical workers. We have also instituted a flexible benefits program. I recently reinstated the wellness program, and we are actively pursuing other strategies to control health care costs for both the employees and the institution. In addition, I recently appointed a Task Force to oversee the development of a professional staff handbook.

May 24, 1999

I have also pursued a number of initiatives with regard to students. I meet monthly with the officers of the Undergraduate Student Government, as well as with the officers of the Graduate Student Council. I appointed a Total Quality team of faculty, staff, and students to review our student advising system. In tandem with that effort, and complementary to it, I appointed a Student Retention Task Force. I have reorganized Student Affairs to provide better student life programming, especially in the residence halls. In 1995, I instituted three student awards (for leadership, scholarship, and service) to be presented at our annual President's Convocation (modesty should prevent me from pointing out that the Convocation was my initiative, too). I have provided additional budget resources to Athletics to achieve gender equity among our student athletes. I think we are a model program in this regard. We have significantly expanded our support for student computing. We have increased our support for graduate students, adding 36 new GTAs over the last three years, with plans to add 50 more over the next five years. I also committed partial support for graduate student health insurance coverage. Perhaps most importantly, the President of the University Senate and I jointly appointed a committee on teaching which took a fresh look at how and why we evaluate teaching, how teaching can be improved and rewarded, and whether The Center for Teaching Excellence was functioning effectively. One result of this committee's report has been the creation of a new Center for Teaching, Learning, and Faculty Development.

MTU has made good progress in the area of research funding as well. For fiscal year 98 we received \$28 million in outside sponsored research, compared to \$13.5 FY 93. A large part of this success is due to our environmental initiative, which had its genesis in the planning process. We continue to search for new ways to encourage this growth in funding.

In the area of diversity, MTU faces an uphill struggle. Our remote location (550 miles from Detroit) and our severe winters have made it difficult to attract minority students in large numbers. We have a number of programs in place to aid in that effort, and three years ago I approved the hiring of and provided the funding for a full-time minority admissions counselor to work in the Detroit area. I have also sponsored workshops on diversity and prejudice reduction, including an ongoing series called Project RISE (Retention Initiative in Science and Engineering). I created the position of Special Assistant to the Provost for Minority Affairs and that person, at my direction, created partnerships for MTU with historically black colleges and universities. I have also created an internship in my office for each woman faculty member who attends the Bryn Mawr Summer Institute. I have hired, or caused to be hired, a number of minority and women faculty and administrators. We are making progress in this important area.

Among other activities that your committee may find of interest are the following:

- Initiated a revision of the Faculty Handbook for the first time in five years, including a review of rank and tenure policies. The faculty played the major role in this process. We are putting the Handbook on-line.

May 24, 1999

- Appointed a faculty committee to develop a new conflict of interest policy which was approved by the Board last year.
- Reorganized student services, student affairs, auxiliaries, distance education, and information technology to make them more responsive to student and faculty needs.
- Moved forward our effort to automate library systems (we were a beta site for the Voyager system).
- Instituted a study of space distribution and utilization (still in progress).
- Provided oversight for an environmental and safety compliance audit of the campus.
- Made administrative decisions which improved faculty, staff, and student morale (paved parking lots, lights on the ski hill, raises effective July 1 instead of the beginning of the school year).
- Held annual joint retreats for academic leaders with Northern Michigan University to improve management skills. Instituted department chair training this academic year.
- Successfully navigated reaccreditation by the North Central Association. Used the reaccreditation exercise to evaluate our progress in the strategic planning process.

I mention these things to give you a flavor of the complexity of this position. Obviously, I did not make all of this happen by myself. I think one of my greatest strengths is my willingness to delegate authority and responsibility in ways that will maximize the realization of potential in those with whom I work. This approach has always worked well for me, and any claims in this letter about my accomplishments should be taken with a grain of salt. I could not have accomplished 98% of what I have described without the support, cooperation, and ideas of faculty, staff, and students.

Much of what I have accomplished at Michigan Tech is, as one would expect, rooted in my previous experiences. For example, at Washington State University my primary responsibility was the planning and development of three new branch campuses of WSU in Spokane, Tri-Cities, and Vancouver. Other responsibilities included strategic planning, budget administration, program evaluation, and collaboration with other units to provide extended university services throughout the state. As part of the Provost's Office, I was involved in setting academic policies and priorities, reviewing rank and tenure decisions, and acquiring adequate resources to implement the new initiatives of the University. I participated in the major decision-making bodies of the University, including the President's Cabinet, the Council of Academic Deans, and the Provost's Council. I served the Provost as his liaison to the legislature in Olympia and spent approximately 25% of my time in lobbying activities. In addition, I interacted on a regular basis with the Higher Education Coordinating Board, the Department of Information Services, and other state agencies.

May 24, 1999

I worked with the Higher Education Coordinating Board to assure assignment of branch campus responsibilities to WSU, successfully lobbied the legislature for additions to the budget for branch campus activities, engaged the faculty in a planning process, established citizens' advisory groups in all three urban areas and a long-range planning process involving those groups, set up administrative task forces to develop the "nuts and bolts" policies for the new campuses, and worked with the academic deans to determine priorities for academic program development. I supervised the development of policies and procedures to assure adequate access to libraries, computing, student records, student services, and all of the other services required at new campuses. The task of building three campuses at once was monumental.

Over a period of five years, we made substantial progress. The legislature endorsed the branch campus concept and provided funding for all three of the campuses. WSU Spokane received funding for a Health Research and Education Center, a Spokane Intercollegiate Research and Technology Institute, and a variety of graduate programs. WSU Vancouver and WSU Tri-Cities metamorphosed from consortial arrangements to full-fledged branch campuses, offering undergraduate and graduate degrees. We successfully navigated such issues as faculty status, governance, reporting relationships, and site selection. We identified and obtained campus sites in Spokane, Tri-Cities, and Vancouver, and began master planning and/or construction at all three.

Our conception of one University with geographically dispersed campuses required significant negotiations with academic deans and chairs on the Pullman campus. These negotiations were quite fruitful. In addition, virtually every administrative unit on-campus had to develop policies and procedures to deal with branch campuses. We reached agreement with each of these offices and achieved a remarkable level of support and commitment for the multicampus system. As this brief summary indicates, I worked with a variety of constituencies in an area fraught with political and academic landmines. I believe that I learned a great deal from that experience.

While at Washington State University, I had the opportunity to participate in planning and/or review of a number of significant initiatives, including general education reform, cultural and ethnic diversification, internationalization, assessment, and writing across the curriculum, as well as a University-wide planning process. A specific example is in the area of cultural diversity: I served for three years as a member of the Administrative Council on Affirmative Action, where we tried not only to create policies that encourage cultural and racial diversity in faculty, staff, and students, but also to develop strategies for implementing these policies. In my role as the leader of the fastest-growing segment of the University, I was able to have some modest positive impact on our diversification efforts as we recruited new faculty, staff, and students to the branches. I remain committed to increasing racial, cultural, and gender diversity at all levels of the University. I believe that my performance at Washington State University (and previously as Dean at Loyola) underscores that commitment.

May 24, 1999

Prior to coming to WSU, I served for over five years as Dean of City College at Loyola University in New Orleans. During that time, the College reversed an eight-year decline in enrollments, with an increase in headcount and credit hours each year (over a five-year period the increase amounted to 52%). During my tenure, I instituted a Weekend College, a new Bachelor of Applied Science degree (with concentrations in Computer Information Systems Applications and Organizational Sciences), and an innovative videotape-based extension program in religious education.

City College had a faculty which came from a variety of disciplines, including math, computer science, nursing, English, philosophy, music, sociology, and religious studies. I sought throughout my years there to raise faculty morale by supporting increased grants for research, released time for course development, and merit pay increases, as well as cost-of-living increases. I also supported a faculty-led teaching workshop which afforded each faculty member who volunteered an opportunity to be critiqued by her/his peers. I believe that my faculty was much stronger when I left than it was when I arrived; faculty morale was high and a sense of optimism pervaded the college.

At Saint Louis University, I was involved in both disciplinary and interdisciplinary studies. After five years in the history department, I became Principal Investigator of the grant proposal for (and served as the Director of) the Man, Technology, and Society Program. In 1979, I received the Adult Education Teacher of the Year Award from the Greater St. Louis Adult Education Council. During the following year, I was invited to be a Danforth Associate. I served for eight years on the National Endowment for the Humanities' National Board of Consultants. In 1980-81, I served as Acting Associate Dean of the Graduate School of Saint Louis University. My responsibilities encompassed admissions, financial aid, and faculty status. The Graduate School included master's and doctoral programs in Arts and Sciences, Business and Administration, Social Work, Medicine, Law, and Nursing and Allied Health Professions. I also directed eleven doctoral dissertations during my years at SLU.

My scholarly record is quite respectable, I think, for someone who has been in full-time administrative positions since 1980. I have published two books which have been well-received in the academic community. In addition, I have written a monograph, scholarly articles, and reviews. I have delivered papers, refereed journal articles, and received several grants. I have also held office in scholarly and community organizations.

While at Washington State University, I worked with Connie Kravas and Mike Goodwin of the WSU Foundation. We successfully raised funds to support a distinguished professorship at WSU Tri-Cities. We also put into motion several other initiatives which had not yet come to fruition by the time I left WSU. Since arriving at Michigan Tech, I have worked closely with the Michigan Tech Fund Board and their executive committee in developing a strategic plan for fundraising. Recently, I have taken a leadership role in prioritizing projects for the University's new \$100 million capital campaign. I anticipate continued significant involvement in this campaign. I have also traveled around the country to visit alumni chapters. The bottom line is that I have modest experience in fundraising, but a good knowledge base and the right personality to be successful. I am willing to work 70 plus hours a week (as I do now) to make the University successful.

May 24, 1999

My strengths as an administrator are several, but foremost is my determination to avoid talking when I should be listening. I try to surround myself with good people, let them do their jobs, and listen attentively to their advice. I believe that my ability to maintain a sense of the human element, the individual costs and benefits of decision-making, is a strength. I do not mean to imply that I cannot make the tough decisions; I simply do not believe that any decision involving people ought to be made without careful consideration of the potential ramifications for all those involved.

I believe in shared governance and open, honest communication with all of the University's constituencies. Such candor is not universally viewed as a strength, but I believe that mutual trust is crucial to effective administration.

I think that my experience in successively more complex assignments has attuned me to the concerns of people at every level of the University. My ability to see others' points of view has made me an effective conciliator when problems arise, but more importantly it has allowed me to craft strategies which do not polarize the various affected parties when decisions are made.

As to my other strengths, I have enough ego to survive in academia, but enough humility to know that I don't have all the answers. I have great stamina. I have a sense of proportion (or common sense). Last, but not least, I have a sense of humor.

I could write on about myself and my educational philosophy, but it strikes me that I have already become a bit too self-congratulatory. If I reach the interview stage, I believe that my competence will become manifest. Meanwhile, if you have any further questions, I would be glad to address them.

Sincerely,

A handwritten signature in cursive script that reads "Fredrick J. Dobney". The signature is written in dark ink and is positioned above the printed name.

Fredrick J. Dobney
Executive Vice President and Provost

FJD:jew

Enclosure

CURRICULUM VITAE

PERSONAL

Name: **Fredrick John Dobney**

Home Address: 1100 Agate Street, Apt. No. 4
Houghton, MI 49931

Work Address: Executive Vice President and Provost
Michigan Technological University
1400 Townsend Drive
Houghton, MI 49931-1295

Telephone: (906) 487-2440 (business telephone)
(906) 482-0783 (home telephone)
(906) 487-2935 (business FAX)
fjdobney@mtu.edu (e-mail address)

EDUCATION

1966-1970 Rice University, Ph.D.

Dissertation: *The Papers of Will Clayton* (editor): An edition of the important papers of the former Undersecretary of State for Economic Affairs, with full editorial apparatus and introductory essays by the editor. Directors of Dissertation: Allen J. Matusow and Frank Vandiver.

1963-1966 Baylor University, B.A. *cum laude*

1962-1963 Texas Christian University

ADMINISTRATIVE EXPERIENCE

1993-Present **Michigan Technological University**
1400 Townsend Drive
Houghton, MI 49931-1295

Position: Executive Vice President and Provost

1987-1993 **Washington State University**
Pullman, WA 99164-1047

Position: Vice Provost for Extended University Services

1981-1986 **Loyola University**
6363 Saint Charles Avenue
New Orleans, LA 70118

Positions: Dean, City College, 1981-86
Dean, Continuing Education, 1981-86
Director, Special Programs, 1981-86

1973-1981 **Saint Louis University**
221 North Grand Boulevard
Saint Louis, MO 63103

Positions: Acting Associate Dean, Graduate School, 1980-81
Director, Copper Mountain Summer School Program, 1977-80
Director, Man, Technology, and Society Program, 1973-80

ACADEMIC APPOINTMENTS

| | |
|--------------|---|
| 1993-present | Professor of Social Sciences, Michigan Technological University |
| 1987-1993 | Professor of History, Washington State University |
| 1981-1986 | Professor of History, Loyola University |
| 1979-1981 | Professor of History, St. Louis University |
| 1974-1979 | Associate Professor of History, St. Louis University |
| 1970-1974 | Assistant Professor of History, St. Louis University |
| 1968-1970 | Teaching Assistant, Rice University |

PUBLICATIONS

Books:

River Engineers on the Middle Mississippi (Government Printing Office, 1978).

Selected Papers of Will Clayton (The Johns Hopkins Press, 1971).

Monograph:

"*Evaluation of the National Register Eligibility of the Inner Harbor Navigation Canal Lock in Orleans Parish, Louisiana*," with David W. Moore, *et al.* (New Orleans, LA: Goodwin and Associates, 1987, 353 pp.).

Articles:

"Army Corps of Engineers," in Richard Kirkendall, editor, *The Harry S. Truman Encyclopedia* (G. K. Hall, 1989), 11-12.

"Stockpiling and Shortages," *Social Science Quarterly*, LVII (September, 1976), 455-66.

"The Sixteenth Amendment," in Frank Magill, editor, *Great Events from History* (Salem Press, 1975), 1415-20.

"The Election of 1964 and the Great Society," *ibid.*, 1918-23.

"The Supreme Court Decisions in the Reapportionment Cases, 1962-64," *ibid.*, 1883-87.

"Eisenhower's Election, 1952," *ibid.*, 1843-48.

"The Evolution of a Reconversion Policy: World War II and Surplus War Property Disposal," *The Historian*, XXXVI (May 1974), 498-519.

"From Denominationalism to Nationalism in the Civil War: A Case Study," *Texana*, IX (Winter 1971), 367-76.

Proceedings:

"Using the Self-Study to Improve Institutional Planning and Build Commitment to Change," with Deborah L. Lassila, A Collection of Papers on Self-Study and Institutional Improvement, 1998 Edition (Chicago, IL: North Central Association of Colleges and Schools, 1988), 203-4.

"Benchmarking to Improve Strategic Planning," with Deborah L. Lassila and Cynthia Y. Selfe, Proceedings, XIV International Conference of the International Council for Innovation in Higher Education (Vancouver, B.C., Canada, 1996).

Book Reviews:

The Journal of American History, LXXII (March 1986), 937-38; LXVII (March 1981), 957-58.

History: Reviews of New Books, IX (January 1981), 70; VIII (November/December 1979), 32; V (December 1976), 26; IV (October 1975), 20; III (July 1975), 190; III (February 1975), 91; II (May/June 1974), 170.

American Historical Review, LXXXVI (October 1981), 954-55.

The History Teacher, XIII (February, 1980), 263-64; X (August 1977), 611; IX (August 1976), 654-56; IX (May 1976), 482-84.

St. Louis Post-Dispatch, August 8, 1976, 4D; December 2, 1975, 6D; July 20, 1975, 4B; March 2, 1975, 4B; December 3, 1974, 6D, 8D; November 24, 1974, 4D; September 15, 1974, 4B; July 21, 1974, 4C; May 19, 1974, 4C; May 5, 1974, 4D; April 11, 1974, 3C; March 3, 1974, 4D; December 16, 1973, 4D; November 28, 1973, 4D; October 21, 1973, 4C; July 22, 1973, 4D; June 24, 1973, 4B; February 18, 1973, 4C; October 29, 1972, 4B; September 28, 1972, 3E; May 7, 1972, 4D; February 15, 1972, 3B; July 4, 1971, 4C; March 7, 1971, 4D; October 11, 1970, 4D.

Technology and Culture, XXII (January 1981), 186-87; XVI (January 1975), 101-3.

American Political Science Review, LXIX (March 1975), 282.

Annals of the American Academy of Political and Social Sciences, 422 (November 1975), 185-86; 413 (May 1974) 213-14.

Review of Politics, XXXVI (October 1974), 619-21.

Pacific Historical Review, LXIII (November 1974), 628-29.

Western Political Quarterly, XXVII (September 1973), 540-41.

The Historian, XXXIV (August 1971), 706-7.

Journal of Economic History, XXXII (September 1972), 753; XXXI (September 1971), 706-8.

Wisconsin Magazine of History, LIV (Spring 1971), 234-35.

Journal of Southern History, XXXVI (November 1970), 634.

Work in Progress:

Engineers, Environmentalists, and the Replacement of Locks and Dam No. 26: A Study in Passion, Politics, and Principle, with David W. Moore (in progress).

PAPERS, PANELS, PRESENTATIONS

"Using the Self-Study to Improve Institutional Planning and Build Commitment to Change," with Deborah L. Lassila, 103rd Annual Meeting of the North Central Association of Colleges and Schools, Chicago, IL, March 30, 1998.

"Benchmarking to Improve Strategic Planning," with Deborah L. Lassila, *The New Public University*, American Association of State Colleges and Universities /Academic Affairs Resource Center Winter Meeting of Chief Academic Officers, Savannah, GA, February 10, 1997.

Keynote Address, "Navigating the Changes in Education - The Future of the American University," XIV International Conference on New Concepts in Higher Education, Vancouver, B.C., November 6, 1996.

Feature Presentation: "Benchmarking to Improve Strategic Planning," with Deborah L. Lassila and Cynthia Y. Selfe, XIV International Conference on New Concepts in Higher Education, Vancouver, B.C., November 4, 1996.

Commencement Address at Washington State University-Vancouver, Vancouver, WA, May 12, 1996.

"Institutional/Program Assessment and Benchmarking," with Deborah L. Lassila, presentation and workshop for the 20th Annual Engineering Technology Leadership Institute, Ogden, UT, October 10, 1995.

"Faculty Rewards for Teaching," presentation to the Upper Midwest Faculty Forum, Houghton, MI, April 3, 1995.

"Higher Education: Partnerships for the 90s," presentation to the 1990 Northwest Legislative Summit, Coeur d'Alene, Idaho, June 9, 1990.

Moderator of a session entitled "The Flood Control Challenge: Past, Present, and Future: Impact on Rural and Urban Areas," at a National Symposium in Commemoration of the 50th Anniversary of the 1936 Flood Control Act in conjunction with the International Public Works Congress, New Orleans, LA, September 21, 1986.

"Academic Historians and the Concerns of Controversial Contract Research," paper presented at the Sixth Annual Conference on Public History, Los Angeles, CA, April 6, 1984 (co-author David W. Moore).

Chairman of a workshop entitled "Innovations in Delivering Continuing Education," Conference on Continuing Higher Education of the Association of Jesuit Colleges and Universities, Boston, MA, November 16, 1984.

"Trends in Continuing Education in Jesuit Colleges and Universities," a workshop presented to the Continuing Education Conference of the Association of Jesuit Colleges and Universities, October 17, 1985, Los Angeles, CA.

"Engineers vs. Environmentalists: The Replacement of Locks and Dam 26," paper presented at the Missouri Conference on History, Columbia Missouri, April 10, 1981.

Chairman of a Session entitled "Is There a Paradigm for Technology?" Society for the History of Technology, Washington, D.C., October 21, 1977.

Moderator, Truman Library's Conference on Economic Policies of the Truman Administration, 1945-47 Session, Kansas City, Missouri, May 4, 1979.

"Replacement of Locks and Dam 26: Public Benefit or Pork Barrel?" public lecture at the University of Missouri-Rolla, May 1, 1979.

"Emerging Pedagogical Approaches: The Technological Studies Programs: The Man, Technology, and Society Program at St. Louis University," presented to the Society for the History of Technology, Washington, D.C., October 21, 1977.

Panel member, "Teaching in Humanities," Vanderbilt University, January 29, 1977.

"Stockpiling, Special Interests, and the National Interest," paper presented at the Southwestern Social Science Association meeting, San Antonio, Texas, March 29, 1975.

Commentator on three papers in session entitled "The Age of Technocrats," Duquesne University Forum, October 31, 1974.

Panel member, "The McGovern Campaign," with Senator Gary Hart, Southern Illinois University at Edwardsville, September 27, 1973.

FELLOWSHIPS AND GRANTS

Principal Investigator, \$12,000 grant for summer workshop on St. Louis history for high school teachers, 1980-1981.

Principal Investigator, \$700,000 National Endowment for the Humanities curriculum development grant, 1975-1980.

Research Grant, American Philosophical Society, summer 1972.

Research Grant, Harry S. Truman Library Institute, summer 1971.

University Fellow in History, Rice, 1969-1970.

NDEA Fellow in History, Rice, 1966-1969.

CONSULTING

Consultant, Regis College, 1989.

Proposal Consultant, History of Science Program, National Science Foundation, 1987.

Consultant, Our Lady of the Holy Cross College, 1983.

Consultant, Illinois Institute of Technology, 1980-1982.

Consultant, University of Charleston, 1979-1980.

Consultant, Missouri Committee for the Humanities, 1976-1980.

Consultant, Montana College of Mineral Science and Technology, 1977-1978.

Member, National Board of Consultants, National Endowment for the Humanities, 1977-1985.

Consultant, National Endowment for the Humanities Pilot Grant Panel, 1977.

Consultant, Association for the Advancement of Higher Education, 1977.

Consultant, Virginia Polytechnic Institute and State University, 1977.

Consultant, Vanderbilt University, 1977.

Proposal consultant, Ethics and Values in Science and Technology Program, National Science Foundation, 1976, 1977.

AWARDS, OFFICES, PUBLIC SERVICE

Member, National Association of State Universities and Land-Grant Colleges Commission on Human Resources and Social Change, 1994-.

- Steering Committee, Board on the Quality of the Academic Environment and Undergraduate Experience, 1994.

Member, State of Michigan Academic Officers, 1993-.

- Chair, Committee on the Michigan Automotive Institute, 1994-1996.
- Member, Committee on the Michigan State Postsecondary Review Entity, 1994-1996.

Member, Merit Network, Inc. Board of Directors, 1993-.

Member, Michigan Information Technology Network (MITN) Board of Directors, 1993-1995.

Member, U.P. Workforce Development Consortium Board of Directors, 1993-.

Member, Graduate Education Study Subcommittee, Higher Education Coordinating Board of the state of Washington, 1990-1991.

Member, Graduate Education Advisory Committee, Higher Education Coordinating Board of the state of Washington, 1990-1991.

Member, Video Telecommunications Advisory Committee, Department of Information Services of the state of Washington, 1990-1993.

Member, Spokane Interinstitutional Health Sciences Coordinating Committee, 1989-1990.

Member, Branch Campus Advisory Group, Higher Education Coordinating Board of the state of Washington, 1988-1990.

Member, Telecommunications Advisory Committee, Higher Education Coordinating Board of the state of Washington, 1987-1988.

Member, Executive Committee, New Orleans Educational Telecommunications Consortium, 1983-1986.

National Councilor, Delta Nu Chapter, Alpha Sigma Lambda, 1985-1986.

Member, Board of Trustees, Public Works Historical Society, 1981-1985.

Member, Nominating Committee, Public Works Historical Society, 1979-1981.

Adult Education Teacher of the Year Award, St. Louis Adult Education Council, 1979.

Member, Technological Studies and Education Committee of the Society for the History of Technology, 1979-1983.

EDITORIAL ACTIVITIES

Consulting Editor, *Essays in Public Works History*, 1978-1986.

Manuscript Referee, *Technology and Culture*, 1981; *The Historian*, 1996.

Editorial Consultant, Burgess Publishing Company, 1980.

TEACHING FIELDS

American Technology; Recent American History

DIRECTION OF DISSERTATIONS AND THESES

Doctoral: Eleven completed
Master's: Two completed
Bachelor's: Two completed

CIVIC ACTIVITIES

Member, Board of Directors, North Coast BIDCO, 1997-.
Member, Board of Adjustment, City of Pullman, 1991-1993.
Member, Board of Directors, Community Access Corporation, City of New Orleans,
1983-86. Chairman, Finance Committee, 1984-1986. Treasurer, 1985-1986.
President, Driftwood Park Civic Association, 1984.
Board of Directors, Driftwood Park Civic Association, 1983-1984.
Soccer Coach, Willowdale-Metairie Soccer Association (New Orleans, Louisiana),
1981-1983.
Baseball Coach, Kenner Recreation Department (Kenner, Louisiana), 1981-1982.
Baseball Coach, St. Richard's Athletic Association (St. Louis, Missouri), 1980-1981.
Soccer Coach, St. Richard's Athletic Association (St. Louis, Missouri), 1979-1981.