November 15, 2011

Ms. Nancy Cook
Managing Director
Gyres International
P.O. Box 439
Oxford, MD   21654

Dear Ms. Cook:

It is with great pleasure that I submit this application for the position of dean, College of Science and Health (CSH) at William Paterson University of New Jersey (WPUNJ). I learned of the position through the online version of the *Chronicle of Higher Education*. The timing of the advertisement couldn't have been any better, as I am in the process of seeking a position in senior administration in higher education. In this application letter, I would like to draw your attention to several topics I feel make me singularly qualified to serve as dean of the CSH. These topics include (and are organized by headings): (1) my professional qualifications for the position of dean, including accomplishments, administrative experiences in higher education, and experiences in networking and working with external constituents; (2) my personal traits and characteristics; (3) my leadership style; and (4) my vision for the CSH should I be hired as dean. However, before I elaborate on these topics, I would like to present to you a brief history of my professional career.

I am presently in the final year of my second 4-year term as chair of the Department of Communication Disorders (COMD) at Eastern Washington University (EWU), having the rank of full professor with tenure. Similarly to WPUNJ, EWU is a mid-sized public comprehensive university of approximately 10,500 students. COMD is one of eleven programs housed within the College of Science, Health and Engineering (CSHE). Like WPUNJ, the natural sciences and mathematics are represented within the college. In addition to the natural sciences, the CSHE also houses several health-related professions, including dental hygiene, occupational therapy, and physical therapy in addition to communication disorders. Computer science is also represented within the college. As chair for nearly eight years of a department within a similarly structured college, I have a very good appreciation and understanding of the symbiotic relationship that exists between the natural and health sciences.

Prior to my position as chair at EWU, I was the founding chair of the Department of Speech-Language Pathology at College Misericordia (now Misericordia University), a small liberal arts institution in the Wilkes-Barre, Pennsylvania area. I created a five-year combined undergraduate/graduate program in speech-language pathology there and carried the program to candidacy status (the initial probationary

period prior to being accredited for the first time) through the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Prior to that position, I assisted a colleague (Dr. Lemmietta McNeilly, one of my personal references) in developing a new graduate level program in speech-language pathology at Florida International University (FIU) in Miami (2000-2001). As I will mention in more detail later, I have extensive knowledge in the issues and procedures involved in accreditation of professional programs in my discipline.

I am currently in my 22nd year of teaching in higher education and all told, I have nearly eleven years of experience as a department chair. As the accompanying *curriculum vitae* will attest, I have extensive experience in administration, teaching, scholarly activity and service. The wide array of experiences in administration and institutional service make me uniquely qualified to serve as dean. My teaching and scholarly activity record (as well as other experiences) also qualifies me as an individual who can provide leadership and mentorship to department chairs, faculty and staff in the areas of teaching and research. More detail about these qualifications will be provided in the sections below.

Having served as the chair of an academic department for nearly eleven years, I feel the time is right for me to accept greater challenges in administration in higher education. In the sections that follow, I will enumerate my major relevant experiences and accomplishments.

Professional Qualifications

Accomplishments

During my tenure as chair of COMD at EWU, our program has gone through several significant changes the last several years. Throughout all of these program changes and also in light of the economic downturn institutions of higher education have faced in recent years, our program has experienced its greatest stability in the 50 years of its existence. I am confident that this stability is at least due in part to my leadership and vision for our department. I am proud of the accomplishments our department has experienced during my service as chair. These accomplishments include:

- *I led the effort to transition our undergraduate program from the university's main campus in Cheney to the Riverpoint campus in downtown Spokane and integrated it with our graduate program on a singular campus.* Prior to my arrival at EWU, the graduate program was housed on the Riverpoint campus while the undergraduate program was housed on the Cheney campus, approximately 20 miles away. This presented logistical issues for faculty, staff and students. Within two years of my arrival, we integrated the undergraduate and graduate programs onto a single campus. This required formal approval from higher administration as well as from the Higher Education Coordinating Board (HECB) of the state of Washington.

- *I led the effort to convert our undergraduate and graduate programs from a quarter-based to a semester-based academic schedule*. Prior to my tenure as chair, our program was on a quarter-based schedule in line with the rest of EWU. However, our graduate program is a cooperative venture with Washington State University (WSU), which is a semester-based institution. Because of the difference in academic schedules between the two institutions, our graduate program was administered on a hybrid academic schedule while our undergraduate program remained on a quarter-based schedule. This unique arrangement proved to be confusing to students. In 2008, during the first year of my second term as chair, we received approval from the EWU Board of Trustees (via higher administrative channels within the university) and the HECB to convert our entire program to a semester-based schedule in line with our cooperative partner, WSU. The entire process took nearly three years to accomplish and had to make its way through various curriculum committees and higher administrators before finally being presented to the Board of Trustees for final approval. Now that we are on a semester-based schedule, course scheduling and other logistical issues have been resolved to the satisfaction of students, faculty, and staff alike.

- *I led the way for significant curriculum revisions to our graduate program*. During the time we prepared to convert our program from a quarter-based to a semester-based academic schedule, I recognized it as an excellent opportunity to make much-needed revisions to our graduate curriculum. One of these changes involved the creation of a new course in multicultural and bilingual issues in communication disorders. Another revision was the elimination of courses that hadn't been taught in several years. In addition to revising our didactic course offerings, we also streamlined our summative assessment of graduate students. All graduate students must successfully complete an oral comprehensive examination as well as conduct a thesis or research project and defend it. The scope and intensity of these requirements was such that it adversely affected faculty workloads. The comprehensive examination and research requirement were streamlined to more accurately reflect faculty workload effort while at the same time ensured that students continued to engage in quality summative assessment activities.

- *Through my leadership, our graduate program just recently earned reaccreditation through the CAA*. This process took a year to complete and included a program self-study, a response to the self-study by the CAA, program clarifications regarding the CAA's response, a formal site visit with a report by the site visit team, the program's response to the site visit team's report, and a final decision by the CAA. I am proud to report that the site visit team's report was virtually devoid of any negative commentary and the CAA's final decision came with only a few comments regarding minor logistical issues (e.g., reporting not only the percentage of students who passed the national examination in speech-language pathology but the number of students who took the test during a particular reporting period). Our graduate program is now accredited until August 31, 2019.

- *Currently, I am spearheading a 10-year program review (both undergraduate and graduate programs) for the HECB.* This process is still taking place and has been ongoing the last six months. I anticipate that we will have a site visit from an independent external reviewer sometime during the spring 2012 semester. In light of our recent reaccreditation, I do not anticipate that this process will prove to be difficult or negative in its outcome.

- *In 2007, I wrote and submitted a competitive grant through the HECB that was approved and awarded in the amount of $95,463.* The purpose of the grant was to provide programs with resources that would allow them to increase their graduate enrollments in high demand disciplines such as the health sciences. The funds we received allowed us to create an additional tenure-track faculty line as well as increase our secretarial support from a half-time to a full-time position. By increasing our faculty and staff support, we were able to increase our graduate enrollment from approximately 20 students to 25 students annually—an increase in enrollment of 25 percent.

- *Over the last four years, I led the effort to attract students from ethnically and racially diverse groups into the speech-language pathology profession.* In 2007, we developed and implemented a massive marketing campaign that was targeted at high school students in parts of Washington state that are typically underrepresented in institutions of higher education. This included prospective students who would be the first generation in their family to attend college and also Hispanic children of migrant farm workers in the south-central geographic region of Washington. For the latter targeted audience, our promotional materials were translated into Spanish. Unfortunately, with the greater Spokane metropolitan area not being exceptionally racially or culturally diverse, we have not had as much success in attracting Hispanic students as we would like, but we have seen several students each year who are the first person in their families to attend college.

- *I recently completed the nomination application for our program to become a member of the Western Interstate Commission for Higher Education (WICHE) Western Regional Graduate Program (WRGP).* WICHE is an institution composed of universities from 15 states in the western United States, namely Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The purpose of the WRGP program is to allow high demand academic programs to offer instate tuition to students from other states within the WICHE region. The WRGP allows our program to attract highly qualified students from other states who would not normally consider EWU's COMD as a graduate program of choice.

- *Under my leadership, academic scholarships for graduate students have increased the past eight years.* Prior to my arrival at EWU in 2004, the COMD program had one annual scholarship

through the Scottish Rite Foundation of Washington. Since my arrival, we have maintained a good working relationship with Scottish Rite which has resulted in continued funding through that organization. However, in addition we have successfully courted individuals wishing to make philanthropic contributions to our program. We now have three additional scholarships to offer our graduate students—the Marvin Craig, Helen Cooley, and Kathy Privratsky scholarships.

- *In recognition of the impending 50th anniversary of the communication disorders program at EWU, I am leading the effort to develop a major fundraising campaign in conjunction with a celebratory event to mark this momentous milestone*. In collaboration with EWU Foundation's Development team, we will be developing and implementing a campaign targeted at program alumni to raise funds that will allow us to update and repair equipment, purchase new equipment and materials, and provide student assistance.

In reading through the foregoing list of accomplishments, one can see that I have developed and refined several skills in relation to curriculum design and development, program assessment and accreditation, and funding. Some of these skills will be elaborated upon further in the next section.

Knowledge and Skills Developed from Experiences as a Department Chair

With extensive experience as a department chair, I have gained a wealth of knowledge and skills related to the day to day operations of an academic unit which will serve me well in discharging the duties of a dean. Although not an exhaustive list, a number of the knowledge and skills I have developed over the past decade include:

- *A deep understanding of the issues, policies and procedures related to accreditation of professional programs*. Prior to my tenure at EWU, I assisted in creating one graduate level program in speech-language pathology at FIU and was the founding chair of a five-year program at College Misericordia. These positions required that I had a thorough understanding of the accreditation standards for graduate programs in speech-language pathology as delineated by the CAA. The CAA's accreditation standards addressed such issues as administrative structure and governance; faculty qualifications and workloads; academic and clinical curricula; student issues and treatment; formative and summative assessment; and program resources. I carried the knowledge and skills I developed in implementing new programs at FIU and College Misericordia to the position of chair of COMD at EWU. The extensive experience with accreditation I gained in these former positions prepared me for our recent reaccreditation effort at EWU. COMD was recently approved for a new 8-year accreditation cycle. During a site visit March 31-April 1, 2011, the site visitors had nothing but positive comments about our graduate program and the CAA's final report was also virtually devoid of negative commentary. As a dean, I am confident I have the knowledge and skills to be an effective leader for other programs seeking accreditation or reaccreditation.

- *An excellent history of budget management*. In all the years I've been a department chair (three at College Misericordia and eight at EWU) I have managed several types of budgets, including but not limited to foundation accounts, grant accounts, operations and maintenance accounts, and student fee accounts. I am a fiscal conservative who is highly cognizant of state support through taxpayer dollars. In all my years as a department chair, I have not had a single budget go into the red and often my department budget has ended the academic year with a surplus.

- *Experience in successful grant writing*. Although my *curriculum vitae* shows evidence of a small number of small and intermediate dollar grants, I am confident that I have the ability to successfully procure grant funding as a dean and to mentor department chairs and faculty in grant writing. My career path led me to universities that do not require prolific grant writing, but as mentioned in the previous section of this letter I wrote a successful competitive grant through the HECB in 2007 in the amount of $95,463. These monies allowed our program to expand by one additional tenure track faculty line and increase our secretarial support from 50% to 100% employment. The net result of this expansion was a 25% increase in graduate student enrollment by comparison to the years prior to the grant. As a dean, I will be diligent in pursuing grant opportunities for department chairs, college faculty, and myself to further advance the curricular and research missions of the CSH at WPUNJ.

- *Extensive experience in faculty and staff recruitment and hiring*. As chair of the Department of Speech-Language Pathology at College Misericordia, I was responsible for recruiting and hiring a clinical director as well as adjunct faculty to help support the new five-year program. In eight years as chair of COMD at EWU, I spearheaded the recruitment and hiring effort for three office assistants and three tenure track assistant professors. One of the tenure track assistant professor positions was a new faculty line created by the competitive grant mentioned in the bulleted item above while the other two faculty positions and the three office assistant positions were created due to turnover. I possess a thorough knowledge of policies and procedures related to the hiring of faculty and staff within federal and state guidelines as well as regulations imposed by a collective bargaining agreement.

- *A thorough knowledge of issues related to faculty and staff retention, promotion and tenure*. One of my responsibilities as department chair has been to evaluate faculty and staff on an annual basis for the purpose of retention, promotion and in some cases tenure. Faculty and staff are required to submit a self-evaluation to me each year along with supporting documentation. I evaluate these materials in reference to my own impressions of the staff or faculty member's contributions to the program and then forward my recommendation to the dean of the CSHE. In addition to my capacity as department chair, I also serve on the College Personnel Committee whose charge is to further evaluate faculty in all departments within the college for promotion and tenure. The College Personnel Committee is composed of tenured representatives from

each of the eleven departments within the college. This body evaluates the candidate's promotion and/or tenure portfolio, as well as recommendations from the candidate's Department Personnel Committee and department chair, and then forwards its own independent recommendation to the dean for his consideration. I am confident that I possess the knowledge and skills to be able to make important decisions as a dean related to retention, promotion and tenure.

- *Experience in mentoring junior faculty*. During my tenure at EWU, I have had the opportunity to mentor three junior faculty members. Each faculty member at EWU is required to have a Faculty Activity Plan (FAP) that details the requirements related to teaching, scholarly activity, and service for retention, promotion and/or tenure. I frequently meet with junior faculty to assist them in evaluating their progress towards meeting the requirements of their FAP. One of the three junior faculty members resigned after two years of employment as an assistant professor. The other two are current junior faculty in my department. One of the two is in her second year of employment and is making excellent progress towards promotion to associate professor with tenure. The second faculty member is in her third year of employment and is not making sufficient progress towards promotion and tenure. Recognizing this, I assisted this faculty member in developing a remediation plan that would address her shortcomings in the area of scholarly activity. I granted her a reduction in teaching workload so she could have more time to develop a line of research leading to publications in peer-reviewed professional journals and thereby allow her to get back on track towards promotion and tenure. With 22 years of experience in higher education, I thoroughly understand the retention, promotion, and tenure processes and will serve as an effective advisor and mentor to faculty in the departments represented within the CSH. Although I would not be directly involved in mentoring junior faculty as a dean, I would be able to lend my expertise to department chairs who have a need for assistance in mentoring faculty within their departments.

- *Extensive experience in developing and managing faculty workloads*. As a result of stipulations in the university's collective bargaining agreement, faculty must document their annual workloads using a Faculty Workload Report. To be consistent with the rest of the university, non-tenure-track (i.e., special) faculty must document 45 quarter credits on their annual workloads while tenured and tenure track faculty must document 36 quarter credits annually. In my department, workload is determined by didactic teaching, clinical supervision, mentoring of student research, scholarly activities, and service activities. In March of each year, I assign faculty their workloads based upon their preferences and the needs of the department. This allows me to evaluate and direct each faculty member's contributions to the mission of the program in terms of teaching assignments, scholarly activity, and service to the department, college, university, and profession.

- *Supervisory experience with support staff.* My department has three support staff—a department office assistant, a clinic receptionist/secretary, and a clinic office manager. Although the two clinic support staff members are under the direct supervision of our clinic director, as chair of the department I am responsible for signing off on the clinic director's annual evaluation of these individuals. The department office manager is under my direct supervision. It is my responsibility to evaluate this individual annually on criteria related to competence, contributions to department operations, dependability, organization and time management, professional development, and punctuality to name a few areas of assessment.

- *Extensive knowledge pertaining to curriculum evaluation, design and development.* As the founding chair of the Department of Speech-Language Pathology at College Misericordia, I was instrumental in developing the entire five-year curriculum leading to a master's degree. The curriculum was designed with the CAA's accreditation standards and ASHA's professional certification standards in mind. The curriculum was also designed to gain approval by the Pennsylvania Department of Education so that students could become certified for public school instruction. As a department chair at EWU, my efforts have included program evaluation and curriculum revisions based upon evaluation data. Some of these curriculum revisions were mentioned in the section above (see the third bulleted item under **Accomplishments**). I understand curriculum issues as they pertain not only to accreditation and certification issues, but also as they pertain to the interrelatedness of programs within and outside the college. For example, I recognize and appreciate the dependence health science programs have on the natural sciences and mathematics as well as other disciplines such as education and the social sciences. Curriculum design and revision cannot be accomplished within a vacuum but rather must be done within the larger context of a liberal arts education.

- *The development and implementation of strategic and action plans.* As a department chair at EWU, I have been directly involved in the development of two department strategic plans and their accompanying action plans. Additionally, I participated indirectly in the development of the university's strategic plan in 2005. I understand the importance of strategic planning as it relates to faculty development and retention, student recruitment and retention, interdisciplinary collaboration, community involvement and other issues. Our first strategic and action plans spanned the period 2006-2010. Nearly all of the objectives in that plan were successfully met. Our department just recently completed a second strategic and action plan for the period 2011-2015. Copies of these most current strategic and action plans can be accessed at http://www.ewu.edu/CSHE/Programs/Communication-Disorders/Professional-Links/ASHA.xml. The knowledge I have gained in developing and implementing strategic and action plans will serve me well as a dean as I lead the college effort in developing meaningful strategies for accomplishing its mission.

- *Experience in coordinating and scheduling of course offerings*. I have extensive experience in coordinating and scheduling both undergraduate and graduate course offerings each semester. This is no easy task considering faculty workload issues and personal preferences, student preferences, and availability of appropriate classroom space. Being a cooperative program with WSU, course scheduling can be even more problematic when two programs are involved as opposed to only one. The fact that our program is on a semester academic schedule while the rest of EWU is on a quarter-based schedule presents even greater challenges. Despite these challenges, I have managed to develop course schedules that meet with general approval of students and faculty alike while meeting university requirements.

- *Experience in conflict resolution.* As department chair, it is my responsibility to ensure that students, faculty, and staff are treated equitably and are able to work with one another in a harmonious and mutually beneficial manner. From time to time though, issues do arise. Most of these issues center round student complaints against faculty members for perceived unfairness in class management and grading. As an example, at the end of the fall semester, 2010, several students came to me to challenge an adjunct instructor's grading in one of our American Sign Language courses. Upon listening to their complaints, I asked the instructor to meet with me to provide her input on the situation. After reviewing the syllabus for the course and listening to the instructor's viewpoint, I came to the conclusion that the grading system was not adequately or accurately described in the syllabus, leading to confusion on the part of many of the students. Based upon this observation, I requested that the instructor revise the final grades so they would be more equitable. The instructor complied and as a result the students were satisfied with their final grades. More detail about my philosophy concerning conflict resolution will be provided in the section below entitled **Leadership Style**.

- *Experience in union negotiations and the implementation of collective bargaining agreements*. When my department moved from a quarter-based to a semester-based academic schedule, it necessitated a change in several parts of the university's collective bargaining agreement as the agreement was originally drafted in reference to quarters. Issues pertaining to faculty workloads; timelines for retention, promotion and tenure; and compensation had to be revised to accommodate a quarter-based academic unit. I was responsible for working with faculty union representatives and university administration officials in drafting revised language for the collective bargaining agreement in reference to COMD.

- *Experience in developing and revising departmental policies and procedures*. Each new collective bargaining agreement necessitates a change in the college's policies and procedures, which in turn requires changes to departmental policies and procedures. It has been my responsibility as department chair to ensure that our policies and procedures are consistent with the university's collective bargaining agreement and the college's policies and procedures. As department faculty develops new policies, I integrate those new policies into our existing documents. I also

spearheaded the effort to develop a comprehensive assessment plan for the department. This plan specifies how the program, faculty and students are to be assessed on a periodic basis so that improvements can be made. When the CAA instituted new accreditation standards in 2005, it required professional programs to develop and implement a plan for the formative and summative assessment of students as well as a plan for remediation of students who are not making sufficient progress towards meeting the requirements for professional certification. I developed these plans for our program and they have since been implemented and included in all of our course syllabi. As a dean, I will lend similar expertise to the development and revision of policies and procedures for the CSH.

Experiences in Collaborating and Networking with External Constituents

As a department chair the past eleven years, there have been numerous opportunities for me to develop collaborative relationships with various constituents outside my academic unit—among these are fellow department chairs, senior administrators, advisory board members, and scholarship donors, to name a few. As a dean, I will develop similar relationships with external constituents for the purpose of improving the college's standing within the institution and the greater community. Some of the collaborative and networking experiences I have had since joining the faculty of EWU include, but are not limited to:

- *Interdisciplinary planning and collaboration with department chairs of the other health-related disciplines in our college, namely dental hygiene, occupational therapy, and physical therapy.* Aside from the periodic meetings of chairs from all departments within the CSHE, the health science chairs also meet periodically to discuss and find solutions for problems that are unique to our particular disciplines. Some of these issues include accreditation, budgeting, student enrollment and retention, and university policies that affect the health sciences.

- *Intercollegiate planning and program management.* As mentioned previously, the COMD department at EWU and the Department of Speech and Hearing Sciences at WSU share a cooperative program referred to as the University Programs in Communication Disorders, or UPCD. It is the only program of its kind in the United States. Two programs from universities that have distinctly different missions (i.e., EWU is a comprehensive institution with a primary emphasis on teaching; WSU is primarily a research institution) share faculty, physical space, students, and other resources while remaining two autonomous entities. This arrangement creates a very strong program in communication disorders that benefits students by providing them the best of both worlds, so to speak. This cooperative arrangement has been in place for nearly 25 years. Obviously, to make such a unique arrangement work, the chairs of the two departments and the faculty as a whole must work together in harmony. It has proven to be an effective model of service delivery that should be emulated by other programs and other disciplines nationwide.

- *Networking with leaders of local industry, medical institutions, and government.* The UPCD has an advisory board composed of leaders from the education and medical community within the Spokane metropolitan area. Additionally, the CSHE has an advisory council composed of leaders of local industries, medical institutions, and government. These advisory boards meet at least once, and in many cases twice a year to discuss and advise on issues affecting the department and the college. Opportunities exist for networking with these individuals for the mutual benefit of the university and the institutions these advisory board members represent.

- *Membership on the College Personnel Committee.* As mentioned in the previous section regarding my experiences as a department chair, the CSHE has a personnel committee that meets regularly to discuss issues related to merit, retention, promotion, and tenure. This body is also charged with the responsibility of evaluating faculty at the college level for recommendations to the dean. The College Personnel Committee (CPC) is composed of tenured faculty from each of the eleven programs within the college. I have served on this committee every single year since coming to EWU in 2004 except one when my own credentials were being evaluated for promotion to full professor. I also served as chair of the CPC one year.

- *Service on the EWU Faculty Senate.* The Faculty Senate is an autonomous body within the university that meets monthly during the academic year to discuss issues of concern to faculty such as workloads, working conditions, student issues, and other topics. It is composed of senators from each of the major academic units within the university as well as senior administrators and representatives from other constituent groups such as the Associated Students Organization and the United Faculty of Eastern (the faculty union). I was the Senate representative for my department from 2005 until 2007.

- *Invited service on various boards and panels created by senior administration.* During my time at EWU, I have been nominated by senior administrators on several occasions to lend my expertise to various problems and issues within the institution. From 2005 to 2006, I was invited by the Provost to serve on the Committee on Assessment, Institutional Effectiveness and Accountability. The charge of this committee was to develop a meaningful method of evaluating the effectiveness of the university in meeting the needs of its students and in providing transparent accountability to external shareholders who have a vested interest in the university. From 2006 until 2007, I was invited by the dean of the university library to serve on the Reinventing the Library work group. The charge of this group was to evaluate the operations of the library and to make recommendations as to how to increase student visits to the library as there had been a decline in the use of the library over the last several years. Our recommendations resulted in a steady increase in library use by students in subsequent years. Finally, from 2007 to 2008, I was asked by the Washington State University—Spokane Chancellor's office to serve on the Blue Ribbon Panel for the Spokane People's Clinic (SPC). The

SPC is a primary healthcare facility for low income and indigent members of the greater Spokane community. Budgetary issues threatened the existence of the clinic so the panel was charged with developing strategies that would allow the clinic to remain viable. The panel was composed of university health science faculty, community leaders in the healthcare field, and staff of the SPC. The recommendations offered by the panel were instituted and as a result the SPC is still in operation today.

- *Service on the Institutional Review Board (IRB) for the Protection of Human Subjects*. I have been a member of the EWU IRB since my arrival in 2004. The IRB is charged with the task of determining the risk-to-benefit ratio of proposed institutional research and to ensure that research meets all federal and state regulations in regard to the ethical treatment of humans as participants in experimental studies. The IRB is composed of several university faculty representing a wide range of disciplines (e.g., the health sciences, natural sciences, social sciences) as well as external "lay" people. All research within the institution, whether conducted by faculty or students, must be presented to the IRB and approved before experimentation can commence.

- *Active participation in various professional organizations*. Throughout my entire career in higher education, I have been very active in service to professional organizations and bodies within my own discipline. This service has taken place on state, national, and international levels. Because of my service record (as well as my record of scholarly activity within the discipline), I enjoy a national and international reputation. My service record is more detailed in my *curriculum vitae*, but to name a few most recent service activities as examples, at the state level I am treasurer of my state professional association (the Washington Speech and Hearing Association), currently serving a second 3-year term. At the national level, I was the topic coordinator for one of the subcommittees for the 2008 Annual ASHA Convention and also just recently completed a 3-year term as a mentor in ASHA's Student to Empowered Professional (S.T.E.P.) program. Finally, at the international level, I am currently co-chair of the Scientific Program Committee for the 2012 Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC) and have been an associate editor of the international journal *Augmentative and Alternative Communication* since 2006. These service experiences have provided me the opportunity to network and collaborate with fellow professionals in my discipline at state, national and international levels. I would bring the same spirit of cooperation and collaboration to the position of dean at WPUNJ.

Personal Qualities and Characteristics

I would like to take the opportunity now to provide you with some information about my personal qualities and characteristics with the idea that it will give you insight into the kind of dean I would be. This is always a challenging activity because I don't desire to give you the impression that I'm a boastful

or overconfident person. To the contrary, I think I am quite down to earth. That said, if I had to choose one personal quality that I think stands out among all of the others, I would say that it is in the area of organization, and with that, the ability to effectively prioritize and manage time. I am able to multitask on several different levels simultaneously because I possess an outstanding ability to prioritize work and then distribute my time in a manner that all of the various projects and responsibilities can be accomplished in a timely manner. I can say with all honesty and confidence that in the eleven years I have served as a department chair, I have never been late on an assignment or other deadline. I am very disciplined in my work (which no doubt was developed from four years of military service).

Secondary to prioritization and time management skills, I have the dual ability to pay attention to detail but at the same time be able to step back and see the "bigger picture." My attention to detail allows me to complete projects and tasks with minimal to no errors. However, I am not so narrow or rigid in my thinking that I cannot see how each minor project or task fits into a larger framework or issue. I tend to view a problem initially from the top down; that is, I see the problem in its larger context and then am able to analyze the problem into smaller, more manageable tasks or components that I then work on as I address the problem from the bottom up.

As trite as this may sound, I am a team player. I inherently know my place in the hierarchy of academic administration and I am able to work effectively with both superiors and subordinates. In my dealings with superiors, I am very attentive to their instruction and advice and I make every attempt to meet their expectations. With subordinates, I lead by example. I will not require a subordinate to engage in an activity or task that I am not willing to do myself. I like to motivate subordinates by encouraging them to expand their horizons and then praise them for their accomplishments. When the work environment gets a bit too intense because of deadlines or other demands on faculty time, I like to use humor as a way of reducing stress and anxiety. I have a rather quirky sense of humor (much of it self-deprecating) that takes the edge off of others so they can devote their efforts to their responsibilities without undue stress.

Another personal characteristic is that I have enough knowledge and intelligence that my learning curve is quite steep. For those matters in which I am well versed, I strive to excel. For matters in which I have limited experience or knowledge, I learn very quickly and then strive to excel.

Finally, I thoroughly enjoy the administrative aspect of higher education. From the moment I first stepped onto a college campus as a faculty member, I've guided my own career by positioning myself for administrative responsibilities. The path from teaching faculty to developing new programs in my discipline, to chairing an academic department, and now to searching for a position in senior administration has been a deliberate one. I am extremely goal oriented and tenacious in meeting those goals, but not at the expense of others. I have a very strong sense of fairness, loyalty and commitment.

My Leadership Style

In a phrase, my management style can be described generally as *hands off*. What I mean by that is that I am not a micromanager in any stretch of the imagination. I strongly believe that good department chairs and faculty members know what their duties and responsibilities are and if left alone, they will perform those duties to the best of their ability. I see the dean's position primarily as a conduit by which faculty and staff members are given the opportunity to excel in their teaching, research, and service endeavors in the individual departments and in concert with leadership from the department chair. Whatever it takes to enable department chairs and their faculty and staff to succeed is what the dean's job is primarily about. Secondary to this, it is the dean's responsibility to serve as the primary academic, fiscal and administrative officer of the college and as the liaison between higher levels of administration within the university and external constituents, and the various departments within the college.

I also believe strongly in *shared governance*. Each and every faculty member, staff member and student within a college and the academic units therein has a vested interest in the success of the university. Therefore, each and every faculty and staff member should be actively involved in decision making that affects their academic unit, college, and university. To that end, I try to involve faculty and staff in decisions regarding budgeting, curriculum design and implementation, orientation and direction of the college, and student issues and concerns. I would also encourage students to contribute to the governance of the college to the extent they are able to do so.

I think that it is very important for a dean to have an *open door policy*. This policy applies equally to faculty, staff, and students. I have no problem dropping everything I'm doing to consult with students, faculty members, or staff at any time. My door is always open. I think that by having such a policy, a nurturing and positive working relationship results.

In regard to conflict resolution, my first inclination is to encourage the parties involved to settle their differences alone if at all possible. In instances where a resolution cannot be reached between the parties, my preference then is to try to resolve the issues informally. I tend to be deliberate and reflective in finding solutions to issues between people. I first seek input from each party separately to get their impressions regarding the conflict. Once preliminary data are collected, I seek to find a common ground between the parties where negotiations can begin. With common ground established, I then bring the parties together and act as an impartial referee to facilitate negotiations between them in hope of finding a resolution or compromise. As a last resort, in cases where a resolution does not appear to be possible, I provide the parties with appropriate information regarding formal grievance procedures as established by the university. In all cases, I make every attempt to prevent a formal grievance from occurring unless the grievance is so egregious that formal channels must be followed.

Finally, I am a strong advocate for *transparency* and *accountability* in higher administration. One cannot expect to gain faculty trust and confidence in an environment of secrecy and closed-door policies. In my interactions with department chairs, and through them to the faculty and staff within the academic

units, I am committed to being as transparent as possible, including providing a rationale and justification for any decisions made if appropriate. I am also committed to being accountable for all matters that pertain to my college. Harry S. Truman's famous quote "The buck stops here" summarizes quite nicely my view of accountability. I am ultimately responsible for what takes place within my college and I will take responsibility where responsibility is due. Not only will I take full responsibility for issues that arise within my unit, but I will analyze the situation and offer a solution to ameliorate the problem or issue. I freely take ownership for my mistakes and oversights, however infrequent they may be.

A Vision for the Future of the College of Science and Health at William Paterson University

As I conclude this letter of application, I would like to take the opportunity to present a preliminary vision for the future of the CSH at WPUNJ. However, I would like to qualify the following remarks by stating that at this point in the process, I know relatively little about the college, where it has been, and where it is going. Some of the following ideas may already be in the works or at least in the initial stages of planning. That said, the following are ideas that immediately come to mind. If hired to be the dean of this college, I would work closely with department chairs and faculty to develop a strategic plan that further defines a vision of the college for the immediate and distant future. Some of my initials ideas include:

- *Possibly expanding programs in the health sciences within the college*. I understand that certain programs (e.g., occupational therapy) are not offered at WPUNJ because these programs are already offered at other institutions in New Jersey. However, one of the first things I would do as dean is to evaluate the need and efficacy of developing other programs in the health sciences that are not offered by other regional universities and would meet workforce needs in the state of New Jersey.

- *Encourage and promote greater interdisciplinary collaboration in academic offerings and research, especially between the natural and health sciences*. Much of the knowledge base in the health sciences stems from basic and applied research in the natural sciences. With the natural and health sciences working more cooperatively, WPUNJ has the opportunity to position itself as a major player in interdisciplinary research in the state of New Jersey and nationally as well.

- *Engage undergraduate and graduate students in research*. Our nation is in dire need of working professionals who, at the very least, understand the scientific method and appreciate the contributions research and scholarly inquiry make to society. Better yet, our nation needs more scientists who are equipped to solve the scientific, biomedical, and social issues that confront our society. Exposure to scientific inquiry should occur early in one's undergraduate studies and should be reinforced and refined during graduate study. As dean of the CSH, I would encourage

and provide incentives for academic programs in the natural and health sciences to involve students to a greater degree in meeting the research mission of the academic units.

- *Develop centers of excellence that enjoy a positive reputation in the community and the state of New Jersey.* As dean of the CSH, I would explore programs that have the potential for becoming centers of excellence that provide exemplary services to the people of northern New Jersey. Being a speech-language pathologist by trade, one possibility is developing the onsite Speech and Hearing Clinic into a regionally renowned facility specializing in augmentative and alternative communication, language disorders in children, aural rehabilitation for children with cochlear implants, and/or voice and resonance disorders, for example. Similar programs and institutes could be developed in other health science and natural science disciplines as well.

- *Establish and expand course offerings via the Internet.* This could serve two purposes: first, online courses would allow students in remote areas of New Jersey to work toward a degree in the comfort of their own homes. Second, continuing education (CE) opportunities could also be offered via the Internet for practicing professionals. In these hard economic times, attendance at state and national conventions is becoming more and more cost prohibitive. Giving professionals the option of gaining CE credit via Internet service delivery may position WPUNJ as a major player in the offering of professional CE opportunities.

- *Establish and expand service learning opportunities for undergraduate and graduate students.* Service learning provides benefits not only to students but to the general community as well. Students are given the opportunity to put theory into practice within real world settings, while members of the greater community benefit from these activities.

- *Work closely with Institutional Advancement to develop and implement marketing and fundraising campaigns to procure funding for much needed programs and services.* As dean of the CSH, I would develop a close collaborative relationship with Institutional Advancement personnel to identify funding opportunities for the natural and health sciences. In these hard economic times, identifying and courting philanthropic individuals and agencies becomes even more crucial. I am confident that funding opportunities are available, whether through philanthropic entities, foundations and trusts, or alumni. These sources of possible revenue just need to be identified and a good working relationship established so these individuals and agencies recognize the mutual benefits that may be enjoyed between them and the university.

Summary

I feel the time is right at this point in my career to step up to senior administration. With 22 years in higher education and half of those years as a department chair, I strongly believe I have developed the knowledge and skills to be an effective dean. The broad range of experiences I have had throughout my

career qualify me for a position in higher administration. Being in an academic unit within a college that is similar in structure and mission as the CSH, I understand the unique needs and issues that face programs in the natural and health sciences. I have the experience and skills to meet the criteria for dean detailed in the advertisement for the position, namely: (1) matters relating to curriculum and program development; (2) assessment and evaluation; (3) recruitment and retention of faculty, staff and students; and (4) research, scholarship and grant-seeking. I share WPUNJ's mission of promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. I meet the university's qualifications of possessing: (1) an earned doctorate from an accredited institution in a discipline represented within the CSH; (2) a constructive vision for the college with a commitment to involve faculty in the process; (3) more than five years of experience of full-time teaching in a 4-year college or university; (4) a strong record of scholarship and service commensurate with an appointment at the rank of professor with tenure; (5) more than five years of successful administrative experience in higher education at the level of department chair; (6) a commitment to the use of technology in teaching and learning; (7) a strong commitment to and experience with diversity issues in higher education; (8) a leadership style that fosters team-building and inclusive working relationships; and (9) excellent oral and written communication skills and interpersonal skills with the ability to work collaboratively with faculty, students, staff, and other administrators.

On page 21 of the accompanying *curriculum vitae* I have included the names, addresses, telephone numbers, and email addresses of five colleagues who can attest to my experiences, credentials, skills, and potential. **Judd Case** is dean of the CSHE at EWU. **Rajinder Koul** is chair of the Department of Speech-Language and Hearing Sciences and is also associate dean of research in the School of Allied Health Sciences at the Texas Tech University Health Sciences Center. **Lyle Lloyd** was my major professor at Purdue University. We have known each other for approximately 28 years. Lyle can attest to my abilities and potential better than any other person I know professionally and personally. **Lemmietta McNeilly** is the chief staff officer for speech-language pathology at the ASHA national headquarters in Rockville, Maryland. Finally, **Ralf Schlosser** is chair of the Department Speech-Language Pathology and Audiology at Northeastern University.

If you require additional information, feel free to call me at 509-828-1378 (office) or 718-664-7816 (cell), or email me at dfuller@ewu.edu. I hope the search committee will review this letter and my *curriculum vitae* and agree that I would be a strong candidate for the position of dean of the CSH at WPUNJ. I look forward to hearing from the search committee.

Cordially,

Donald R. Fuller, Ph.D., CCC-SLP, ASHA Fellow
Professor and Chair

DONALD R. FULLER, Ph.D.

Fellow, American Speech-Language-Hearing Association

PERSONAL INFORMATION

Present Position:	Professor of Communication Disorders and
	Chair, Department of Communication Disorders
	Eastern Washington University
	and
	Adjunct Faculty, Department of Speech and Hearing Sciences
	Washington State University
Areas of Expertise:	Anatomy and Physiology of Speech and Hearing
	Augmentative and Alternative Communication (AAC)
	Phonetics
	Research Methods in Communication Disorders
	Voice and Resonance Disorders
Business Address:	Department of Communication Disorders
	Eastern Washington University
	310 North Riverpoint Blvd. Box V
	Spokane, WA 99202
	Office: (509) 828-1378
	Fax: (509) 828-1386
	Email: dfuller@ewu.edu
Home Address:	12411 East Mansfield Avenue, #3
	Spokane Valley, WA 99216
	(509) 922-8812 (Home)
	(718) 664-7816 (Cell)
Date of Birth:	February 28, 1957
Place of Birth:	Bainbridge, Maryland

ACADEMIC PREPARATION (Chronological Order)

May 1982	**Bachelor of Science in Education (B.S.E.)**
	Speech-Language Pathology
	Arkansas State University
	Jonesboro, Arkansas
May 1983	**Master of Speech Pathology (M.S.P.)**
	Arkansas State University
	Jonesboro, Arkansas
Aug 1987	**Doctor of Philosophy (Ph.D.)**
	Audiology and Speech Sciences
	Purdue University
	West Lafayette, Indiana

POST GRADUATE TRAINING

Aug 1987 - May 1988	**Post-Doctoral Research Fellow**
Jul - Aug 1989, 1990	Graphic Symbol System Research
Jun 1991 - Aug 1991	Department of Educational Studies
May 1992 - Aug 1992	Purdue University
Jun - Aug 1993, 1994	West Lafayette, Indiana

EMPLOYMENT HISTORY (Chronological Order)

Jun 1988 - Nov 1988	**Speech-Language Pathologist (Clinical Fellow)** Geriatric disorders, MR/DD population RehabWorks, Inc. Indianapolis, Indiana
Jan 1989 - Jun 1989	**Speech Pathologist II** MR/DD population in a residential center Conway Human Development Center Conway, Arkansas
Jul 1989 - Jun 1994	**Assistant Professor of Audiology and Speech Pathology** Department of Audiology and Speech Pathology University of Arkansas at Little Rock Little Rock, Arkansas
Jul 1994 - Dec 1999	**Associate Professor of Audiology and Speech Pathology (with tenure)** Department of Audiology and Speech Pathology University of Arkansas at Little Rock Little Rock, Arkansas
Jan 2000 - Aug 2001	**Associate Professor of Communication Sciences and Disorders** Department of Communication Sciences and Disorders Florida International University Miami, Florida
Aug 2001 - Aug 2004	**Associate Professor of Speech-Language Pathology and Founding Chair, Department of Speech-Language Pathology** College Misericordia Dallas, Pennsylvania
Sep 2004 – Jul 2008	**Associate Professor of Communication Disorders (with tenure) and Chair, Department of Communication Disorders** Eastern Washington University Cheney, Washington
Aug 2008 – present	**Professor of Communication Disorders and Chair, Department of Communication Disorders** Eastern Washington University Cheney, Washington

PROFESSIONAL MEMBERSHIPS AND SERVICE (Alphabetic Order)

1991 - 1999	**Advocates for People with Disabilities** University of Arkansas at Little Rock *Faculty Advisor, 1991-93*

1989 - present	**American Association on Intellectual and Developmental Disabilities** (formerly the **American Association on Mental Retardation**)

Ad Hoc Manuscript Reviewer, AJMR, 1994-2000
President, Communication Disorders Division, 1995-97
Newsletter Editor, Communication Disorders Division, 1997-99
Member, Finance Committee, 1997-2000

1989 - 1999	**American Association on Mental Retardation: Region V**

Coordinator: Annual Conference Exhibits, 1990
President, Communication Disorders Division, 1995-97

1989 - 1999	**American Association on Mental Retardation: Arkansas State Chapter**

Chair, Communication Disorders Division, 1990-94

1985 - present	**American Speech-Language-Hearing Association**

Session Chair, Annual Convention, 1991
Session Chair, Annual Convention, 1992
Editorial Consultant, AJSLP, 1993
Member, Convention Program Committee, 1994
Member, Convention Program Committee, 1997
Session Chair, Annual Convention, 1997
Member, Convention Program Committee, 1998
Elected Fellow, 1998
State Coordinator: Arkansas, NOMS, 1999
Member, Convention Program Committee, 2001
Topic Coordinator: AAC, Convention Program Committee, 2008
Mentor, Student to Empowered Professional (S.T.E.P.) Program, 2008-2011

1992 - present	**ASHA Special Interest Division #12: AAC**

Member, Specialty Certification Ad Hoc Committee, 1993-95
Member, Newsletter Advisory Committee, 1996-2000
Member, ad hoc Research Committee, 1998-2001
Managing Editor, Newsletter, 2000-01
Member, Clinical Issues Committee, 2006-2011

1989 - 1995	**Arkansas Augmentative and Alternative Communication Consortium**

Founding Member, 1989
Chairperson, 1989-92
Archivist, 1992-95

1989 - 1999	**Arkansas Speech-Language-Hearing Association**

Member, Membership Committee, 1991-94
Chair, Membership Committee, 1991-93
Member, Newsletter Committee, 1992-95
Member, Annual Convention Committee, 1996
Member, Annual Convention Committee, 1997
Member, Annual Convention Committee, 1998
Member, Honors and Awards Committee, 1998-99
Member, Professional Services Committee, 1999

1991- 1999	**The ARC**

1991 - 1993	**Computer Users in Speech and Hearing**

Consulting Editor, JCUSH, 1991-93

2000 - 2001	**Florida Association of Speech-Language Pathologists and Audiologists**

1984 - present	**International Society for Augmentative and Alternative Communication** *Consulting Editor, AAC, 1986-2006* *Member, Terminology Committee, 1990-1999* *Member, Membership Recruitment Committee, 1990* *Session Chair, Biennial Conference, 1992* *Review Panel Chair, Biennial Conference, 1994* *Review Panel Member, Biennial Conference, 1996* *Review Panel Member, Biennial Conference, 2000* *Member, Website Advisory Committee, 2000-2005* *Review Panel Member, Biennial Conference, 2006* *Associate Editor, Augmentative & Alternative Communiation, 2006-present* *Scientific Program Co-Chair, Biennial Conference, 2011-12*
1980 - 1983	**National Student Speech-Language-Hearing Association** Arkansas State University Chapter *Chapter President, 1982-83*
1989 - 1996	**National Student Speech-Language-Hearing Association** University of Arkansas at Little Rock Chapter *Faculty Advisor, 1989-96*
2001 - 2004	**Pennsylvania Speech-Language-Hearing Association** *Chair, Higher Education Committee, 2002-2004* *Member, Act 48 CEU Committee, 2002-2004* *Member, Von Drach Scholarship Committee, 2002* *Member, Von Drach Scholarship Committee, 2003*
1987 - present	**Research Society of Sigma Xi** University of Arkansas for Medical Sciences Chapter, 1989-99 Florida International University Chapter, 2000-01
2003 - 2011	**Speech Pathology Online** *Member, Advisory Board, 2003-2011* *Member, Review Board, 2003-2011*
1988 - present	**United States Society for Augmentative and Alternative Communication** *Board of Directors: Arkansas, 1990-95, 1997-99* *Member, Nominations Committee, 1990* *Associate Editor, USSAAC Newsletter, 1990-93* *Chair, Bylaws Committee, 1992-93* *Member, Information Dissemination Committee, 1992* *Member, Publications Committee, 1992*
2005 - present	**Washington Speech-Language-Hearing Association** *Treasurer, 2007-2009* *Treasurer, 2010-2012 (re-elected)*

OTHER CAREER-RELATED SERVICE ACTIVITIES (Chronological Order)

Dec 1989	**Audiovisual Equipment Coordinator** *Tomorrow Is Today: First South Central Technology Access Conference* Little Rock, Arkansas
Mar 1990 - Mar 1993	**Advisory Board Member** Technology Access Center in Communication and Computer Access Increasing Capabilities Access Network (ICAN) Arkansas Easter Seal Society Little Rock, Arkansas

Apr 1990	**Member**
	Arkansas Department of Rehabilitative Services State Work Group on Rehabilitative Services Administration Needs Assessment
	Office of Special Education and Rehabilitative Services
	United States Department of Education
May 1990	**Coordinator**
	Videoteleconference on Communication Aids and Devices for the Disabled: Communication Aids for Cognitively-Impaired Children
	Little Rock, Arkansas
Jun 1990	**Co-Coordinator**
	Videoteleconference on Communication Aids and Devices for the Disabled: Aids and Devices to Enhance Employability
	Little Rock, Arkansas
Oct 1991	**Program Coordinator**
	Sigsymbols: A Dual-Modality AAC Symbol System
	Little Rock, Arkansas
Feb 1992 - Sep 1994	**Member, Advisory Council**
	Member, Faculty Handbook and Course Development Committees
	Student Empowerment and Employment Program
	University of Arkansas at Little Rock
	Little Rock, Arkansas
Oct 1994 - Dec 1999	**Member, Advisory Council**
	Successful Transition to Employment for Postsecondary Students (STEPS)
	University of Arkansas at Little Rock
	Little Rock, Arkansas
Mar 2007 - Jul 2007	**Member, Program Committee**
	First Annual Clinical AAC Research Conference
	University of Kentucky
	Lexington, Kentucky
Dec 2008 - Oct 2009	**Chair, Program Committee**
	Third Annual Clinical AAC Research Conference
	Univesity of Pittsburgh
	Pittsburgh, Pennsylvania
Feb 2010	**Abstract Reviewer**
	2010 Inland Northwest Health Science Research Symposium
	Washington State University
	Spokane, Washington

CERTIFICATION AND LICENSURE

1989 - present	**Certificate of Clinical Competence in Speech-Language Pathology**
	American Speech-Language-Hearing Association
1989 - 2000	**License in Speech-Language Pathology (504)** - *Inactive*
	Board of Examiners in Speech Pathology and Audiology
	State of Arkansas
2000 - 2001	**License in Speech-Language Pathology (SA5663)** - *Inactive*
	Board of Speech-Language Pathology and Audiology
	State of Florida

2001 - 2004   **License in Speech-Language Pathology (SL007024)** - *Inactive*
                                         Board of Examiners in Speech-Language and Hearing
                                         Commonwealth of Pennsylvania

2005 - present   **License in Speech-Language Pathology (LL00003924)** - *Active*
                                         Board of Hearing and Speech, Department of Health
                                         State of Washington

DEPARTMENT, COLLEGE, AND UNIVERSITY ASSIGNMENTS (Chronologically by Institution)

University of Arkansas at Little Rock/University of Arkansas for Medical Sciences
College of Professional and Public Affairs/College of Health Related Professions
Department of Audiology and Speech Pathology

1989 - 1996   **Department Chapter Faculty Advisor**
                                         National Student Speech-Language-Hearing Association

1989 - 1991   **Director**
                                         Department Microcomputer Facility

1989 - 1990   **Member**
                                         University Academic Integrity and Grievance Committee

1990 – 1993   **Recording Secretary**, 1990-91
                                         Chair, 1991-92
                                         Ex Officio, 1992-93
                                         College Special Programs Committee

1990 - 1991   **Alternate**
                                         University Faculty Senate

1990 - 1991   **Faculty Representative**
                                         College Faculty Council Committee

1991 - 1996   **Co-Coordinator**, 1991-92
                                         Coordinator, 1992-96
                                         Department Graduate Student Research Presentations

1992 - 1995   **Member**
                                         Department Graduate Admissions Committee

1992 - 1996   **Member**
                                         Department Graduate Financial Aid Committee

1993 - 1996   **Member**
                                         College Curriculum Committee

1994 - 1999   **Coordinator**
                                         Department Graduate Advising

1995 - 1996   **Member**
                                         Department Faculty Search Committee

1995 - 1999   **Member**
                                         Department Long-Term Planning Committee

1995 - 1999	**Member**, 1995-98 **Chair**, 1998-99 *Department Promotion and Tenure Committee*
1996 - 1999	**Coordinator** *Department Comprehensive Examinations*
1996 - 1999	**Coordinator** *Department Graduate Registration*
1996 - 1999	**Member** *University Honors and Awards Committee*
1997 - 1998	**Chair** *Department Faculty Search Committee*
1997 - 1999	**Member** *College Council*
1997 - 1999	**Senator** *University Faculty Senate*
1998 - 1999	**Chair** *Department Undergraduate Curriculum Committee*

Florida International University
College of Health and Urban Affairs
Department of Communication Sciences and Disorders

2000	**Chair** *Department Faculty Search and Screen Committee*
2000 - 2001	**Liaison** *Department Library Acquisitions*
2000 - 2001	**Member** *Department Graduate Admissions Committee*
2000 - 2001	**Member** *College Curriculum Committee*
2000 - 2001	**Member** *College Core Curriculum Work Group: Research Design and Statistics*

College Misericordia
Health Sciences Division
Department of Speech-Language Pathology

2001 - 2003	**Chair**, 2001, 2002, 2003 *Department Faculty Search Committee*
2001 - 2004	**Member** *College Graduate Council*
2001 - 2004	**Member** *Division Public Relations and Marketing Committee*
2002 - 2004	**Member** *College Curriculum Committee*

2002 - 2003	**Member** *College Middle States Mission Subcommittee*
2004	**Member** *Faculty Search Committee (Department of Computer Science and Physics)*

Eastern Washington University
College of Science, Health and Engineering
Department of Communication Disorders (including the University Programs in Communication Disorders)

2004 - 2007 2008 - present	**Member**, 2004-06, 2008-present **Chair**, 2006-07 *College Personnel Committee*
2004 - present	**Member** *University Institutional Review Board for the Protection of Human Participants (IRB)*
2004 - present	**Member**, 2004-10 Chair, 2011-present *UPCD Program Committee*
2004 - 2011	**Member** *UPCD Planning Committee*
2004 - 2007	**Member**, 2004-05 **Chair**, 2005-07 *UPCD Research Committee*
2005 - 2006	**Member** *Provost's Committee on Assessment, Institutional Effectiveness, and Accountability* Office of Academic Affairs
2005 - 2007	**Senator** *University Faculty Senate*
2006 - 2007	**Member** *Reinventing the Library Workgroup*
2006 – 2007	**Member** *University Athletic Review Board*
2006 – 2007	**Chair** *Department Faculty Search Committee*
2007 – 2008	**Member** *University Summer Institute on Teaching, Learning, and Assessment*
2007 - 2008	**Member** *People's Clinic Blue Ribbon Panel* Chancellor's Office Washington State University-Spokane
2009 – 2010	**Chair** *Department Faculty Search Committee*

UNIVERSITY TEACHING EXPERIENCE (Ordered by Institution and Course Number)

University of Arkansas at Little Rock/University of Arkansas for Medical Sciences

AUSP 2360	**Introduction to Speech and Hearing Disorders**
	Undergraduate Course
	Spring, 1996; Spring, 1998

AUSP 3161	**Speech and Hearing Mechanism Laboratory**
	Undergraduate Course
	Spring, 1993; Fall, 1993; Spring, 1994; Fall, 1994; Spring, 1995; Fall, 1995; Spring, 1996;
	Fall, 1996; Spring, 1997; Fall, 1997; Spring, 1998; Fall, 1998; Spring, 1999; Fall, 1999

AUSP 3361	**Speech and Hearing Mechanism**
	Undergraduate Course
	Spring 1990; Spring, 1991; Fall, 1991; Spring, 1992; Fall, 1992; Spring, 1993; Fall, 1993;
	Spring, 1994; Fall, 1994; Spring, 1995; Fall, 1995; Spring, 1996; Fall, 1996; Spring, 1997;
	Fall, 1997; Spring, 1998; Fall, 1998; Spring, 1999; Fall, 1999

AUSP 3363	**Articulation Disorders**
	Undergraduate Course
	Spring, 1997

AUSP 4363	**Voice and Stuttering**
	Undergraduate Course
	Fall, 1989; Fall, 1990; Fall, 1991; Fall, 1992; Fall, 1993; Fall, 1994; Fall, 1995; Fall, 1997;
	Fall, 1998; Fall, 1999

AUSP 5043	**Augmentative and Alternative Communication Modes**
	Graduate Course
	Fall, 1989; Summer, 1990; Spring, 1991; Summer, 1991; Spring, 1992; Summer, 1992;
	Spring, 1993; Summer, 1993; Summer, 1994; Summer, 1995; Summer, 1996;
	Summer, 1997; Summer, 1998; Summer, 1999

AUSP 5063	**Speech Science**
	Graduate Course
	Fall, 1990; Spring, 1993; Spring, 1994; Spring, 1999

AUSP 5133	**Topics in Speech-Language Pathology: Instrumentation**
	Graduate Course
	Spring, 1990

AUSP 5253	**Voice Disorders**
	Graduate Course
	Fall, 1996

Florida International University

SPA 4993	**Anatomy and Physiology of the Speech and Hearing Mechanism**
	Undergraduate Pre-requisite Course
	Spring, 2000; Fall, 2000; Summer, 2001

SPA 4995	**Survey of Disorders of Speech and Language**
	Undergraduate Course
	Summer, 2000

SPA 4996	**Speech and Hearing Science**
	Undergraduate Course
	Summer, 2000; Spring, 2001

SPA 4997	**Introduction to Phonetics**
	Undergraduate Course
	Fall, 2000

SPA 5216	**Vocal and Velopharyngeal Disorders**
	Graduate Course
	Spring, 2001

SPA 5991	**Neuroanatomy for Communication Disorders**
	Graduate Course
	Fall, 2000

SPA 5993	**Research Methodology in Communication Disorders**
	Graduate Course
	Summer, 2000; Spring, 2001

SPA 6559	**Augmentative and Alternative Communication**
	Graduate Course
	Spring, 2000; Summer, 2001

College Misericordia

SLP 210	**Introduction to Communication Disorders**
	Undergraduate Course
	Fall, 2001

SLP 220	**Anatomy and Physiology of Speech and Hearing**
	Undergraduate Course
	Summer, 2002; Fall, 2002; Fall, 2003

SLP 230	**Phonetics**
	Undergraduate Course
	Spring, 2002; Spring, 2003

SLP 250	**Speech and Hearing Science**
	Undergraduate Course
	Fall, 2002; Spring, 2003; Spring, 2004

SLP 310	**Methods and Critical Consumerism in Research**
	Undergraduate Course
	Fall, 2002; Fall, 2003

SLP 420	**Neuroanatomy for Speech-Language Pathologists**
	Undergraduate Course
	Spring, 2003; Spring, 2004

SLP 530	**Vocal and Velopharyngeal Disorders**
	Graduate Course
	Fall, 2003

SLP 540	**Augmentative and Alternative Communication**
	Graduate Course
	Fall, 2003

SLP 570	**Neuromotor Speech Disorders**
	Graduate Course
	Spring, 2004

SLP 720	**Anatomy and Physiology of Speech and Hearing Laboratory**
	Undergraduate Course
	Fall, 2002; Fall, 2003

Eastern Washington University (including the University Programs in Communication Disorders)

COMD 301	**Introduction to Communication Disorders** Undergraduate Course Winter, 2006	

COMD 304   **Phonetics**
Undergraduate Course
Fall, 2004; Fall, 2005; Fall, 2006; Fall, 2007; Fall, 2008; Fall, 2009; Fall, 2010

COMD 321   **Anatomy and Physiology of Speech Production**
Undergraduate Course
Fall, 2008; Fall, 2009

COMD 498   **Departmental Seminar: Articulation and Phonological Disorders**
Course for Post-baccalaureate Students
Winter, 2005; Winter, 2006; Winter, 2007; Winter, 2008

COMD 520   **Research Methods I: Literature**
Graduate Course
Fall, 2004; Fall, 2005; Fall, 2006; Fall, 2007

COMD 520   **Research Methods** *(revised course—combination of COMD 520 and 521)*
Graduate Course
Fall, 2008; Fall, 2009; Fall, 2010; Fall, 2011

COMD 521   **Research Methods II: Design**
Graduate Course
Winter, 2005; Winter, 2006; Winter, 2007; Winter, 2008

COMD 547   **Augmentative Communication**
Graduate Course
Summer, 2006; Summer, 2007; Summer, 2008; Summer, 2009; Summer, 2010; Summer, 2011

COMD 553   **Voice and Resonance Disorders**
Graduate Course
Spring, 2005; Spring, 2006; Spring, 2007; Spring, 2008; Fall, 2009; Fall, 2010

AWARDS, HONORS, AND RECOGNITION (Chronological Order)

1979 - 1981   **Undergraduate Academic Scholarship**
Arkansas State University

1979 - 1982   **Dean's List**
Arkansas State University

1981 - 1983   **Gamma Beta Phi**
Arkansas State University

1982 - present   **Phi Kappa Phi**

1982   **National Dean's List**

1982   **Honors Day Recipient—Top Student in Speech Pathology: Undergraduate Level**
Arkansas State University

1982   **Magna Cum Laude: Bachelor of Science in Education**
Arkansas State University

1983	**Honors Day Recipient—Top Student in Speech Pathology: Graduate Level**
	Arkansas State University

1983	**Who's Who in American Colleges and Universities**

1986	**David Zeaman Award**
	Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities

1986 - 1987	**David Ross Fellowship**
	Doctoral Dissertation Research
	Purdue University

1987	**Who's Who Among Human Services Professionals**

1988	**Prentke Romich Student Award for a Research Paper with Clinical/Educational Implications**

1989	**The National Distinguished Service Registry: Speech, Language, and Hearing**

1992 - 1999	**Alpha Eta Society**
	College of Health Related Professions Chapter
	University of Arkansas for Medical Sciences

1996	**NSSLHA Advisor Honors**
	National Student Speech-Language-Hearing Association

1997	**Certificate of Appreciation**
	American Association on Mental Retardation

1998	**Fellow**
	American Speech-Language-Hearing Association

2001	**Certificate of Appreciation**
	American Speech-Language-Hearing Association

2004	**Who's Who in American Teachers**

PUBLICATIONS (Alphabetic Order)

Blischak, D., Lloyd, L.L., & **Fuller, D.R.** (1997). Terminology issues. In Lloyd, L.L., Fuller, D.R., & Arvidson, H. (Eds.), *Augmentative and alternative communication: A handbook of principles and practices* (Chapter 4, pp. 38-42). Needham Heights, MA: Allyn & Bacon.

Fuller, D.R. (1985). A response to Luftig and Bersani: An investigation of two variables influencing Blissymbol learnability with nonhandicapped adults. *Augmentative and Alternative Communication, 1,* 122-123.

Fuller, D.R. (1988). Further comments on iconicity. *Augmentative and Alternative Communication, 4,* 180-181.

Fuller, D.R. (1988). Iconicity may not be everything, but it seems to be something: A response to DePaul and Yoder (1986). *Augmentative and Alternative Communication, 4,* 123-125.

Fuller, D.R. (1997). Initial study into the effects of translucency and complexity on the learning of Blissymbols by children and adults with normal cognitive abilities. *Augmentative and Alternative Communication, 13,* 30-39.

Fuller, D.R., & Lloyd, L.L. (1987). A study of physical and semantic characteristics of a graphic symbol system as predictors of perceived complexity. *Augmentative and Alternative Communication, 3,* 26-35.

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Fuller, D.R., Lloyd, L.L., & Schlosser, R.W. (1997). What do we know about graphic AAC symbols, and what do we still need to know about them? In Björck-Åkesson, E., & Lindsay, P., *Communication...naturally: Theoretical and methodological issues in augmentative and alternative communication. Proceedings of the Fourth ISAAC Research Symposium.* Västerås, Sweden: Mälardalen University Press.

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Fuller, D.R., Pimentel, J., & Peregoy, B. (2012). *Applied anatomy and physiology for speech-language pathology and audiology.* Baltimore, MD: Lippincott Williams & Wilkins. [Actually published January, 2011.]

Fuller, D.R., & Stratton, M.M. (1991). Representativeness versus translucency: Different theoretical backgrounds, but are they really different concepts? A position paper. *Augmentative and Alternative Communication, 7,* 51-58.

Fuller, D.R., & Wilbur, R.B. (1987). The effect of visual metaphor cueing on the recall of phonologically similar signs. *Sign Language Studies, 54,* 59-80.

Lloyd, L.L., & **Fuller, D.R.** (1986). Toward an augmentative and alternative communication symbol taxonomy: A proposed superordinate classification. *Augmentative and Alternative Communication, 2,* 165-171.

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Lloyd, L.L., **Fuller, D.R.,** & Arvidson, H. (Eds.). (1997). *Augmentative and alternative communication: A handbook of principles and practices.* Needham Heights, MA: Allyn & Bacon.

Lloyd, L.L., **Fuller, D.R.,** & Arvidson, H. (1997). Introduction and overview. In Lloyd, L.L., Fuller, D.R., & Arvidson, H. (Eds.), *Augmentative and alternative communication: A handbook of principles and practices* (Chapter 1, pp. 1-17). Needham Heights, MA: Allyn & Bacon.

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Sabado, J., & **Fuller, D.R.** (2008). A preliminary study of the effects of interactive metronome training on the language skills of an adolescent female with language learning disorder. *Contemporary Issues in Communication Sciences and Disorders, 35,* 65-71.

Wilbur, R.B., Goodhart, W., & **Fuller, D.R.** (1989). Comprehension of English modals by hearing-impaired students. *The Volta Review, 91,* 5-18.

PUBLISHED AND UNPUBLISHED REVIEWS (Alphabetic Order)

Fuller, D.R. (1993). Learning American Sign Language (product review). *Asha, 35,* 68.

Fuller, D.R. (2007). *Voice disorders: Pathophysiology and rehabilitation* by G. Charpied. Book review to determine marketability for Thieme Publishing Company. Eastern Washington University, Spokane, WA.

Fuller, D.R., & Stratton, M.M. (1991). Sigsymbols: American edition (product review). *Asha, 33,* 81-82.

Stratton, M.M., & **Fuller, D.R.** (1992). Figurative language: A comprehensive program (product review). *Asha, 34,* 87-88.

MANUSCRIPTS IN PREPARATION AND UNDER REVIEW (Alphabetic Order)

Brock, K.J., & **Fuller, D.R.** (est. 2012). The relationship between language ability and criminal behavior in adjudicated youth. Manuscript in preparation.

da Fonte, A., **Fuller, D.R.**, Thurber, M., Chae, S., & Lloyd, L.L. (est. 2013). Is there a hierarchy of aided-visual symbols? A review of the literature. Manuscript in preparation.

da Fonte, A., Lloyd, L.L., & **Fuller, D.R.** (est. 2013). The impact of manual signs: A review of the literature. Manuscript in preparation.

Fuller, D.R., & Carrillo, A. (est. 2012). Multimodal (aided-unaided) symbol use versus unimodal symbol use by a person with autism. Manuscript in preparation..

Fuller, D.R., & Cooper, R. (est. 2012). Effect of figure-ground differential on acquisition of graphic symbols by preschool children with normal cognitive abilities. Manuscript in preparation.

Fuller, D.R., Hern, S., & Lammers, J. (est. 2012). The effects of translucency, complexity, and other variables on the acquisition of Blissymbols by institutionalized individuals with mental retardation. Manuscript in preparation.

Fuller, D.R., & Lanier, C. (est. 2012). Comparisons of translucency ratings of Blissymbols between cognitively normal preschool children and adults. Manuscript in preparation.

Fuller, D.R., & Lloyd, L.L. (est. 2012). Clinical and research implications for an augmentative and alternative communication symbol taxonomy. Manuscript in preparation.

Fuller, D.R., & Tedford, L.M. (est. 2012). Age group differences in the intelligibility of synthetic speech presented at various rates: A descriptive study. Manuscript in preparation.

Fuller, E.E., & **Fuller, D.R.** (est. 2012). The effect of translucency and complexity on the recall of Blissymbols by persons with non-fluent aphasia. Manuscript in preparation.

Madison, C., Rooney, J., **Fuller, D.R.**, & Lightfoot, T.J. (est. 2012). Language age determined by parents versus standardized tests: Does socioeconomic status play a role? Manuscript in preparation.

Miller, M.M., & **Fuller, D.R.** (est. 2012). A survey to determine the use of hearing protection by farmers in Washington state. Manuscript in preparation.

Schlosser, R., **Fuller, D.**, Koul, R., & Nigam, R. (est. 2012). Iconicity of adjective and verb forms of Picture Communication Symbols. Manuscript in preparation.

PRESENTATIONS (Alphabetic Order)

Brock, K., & **Fuller, D.R.** (2007, November). *CELF-4 performance and severity of criminal offense in adjudicated youth*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston.

Fuller, D.R. (1989, October). *Selection considerations in choosing an augmentative and alternative communication (AAC) system*. Paper presented at the Annual Convention of the Arkansas Speech-Language-Hearing Association, Hot Springs, Arkansas.

Fuller, D.R. (1990, October). *Maximizing the learning of symbols by individuals with intellectual disabilities*. Paper presented at the Region V Conference of the American Association on Mental Retardation, Little Rock, Arkansas.

Fuller, D.R. (1990, October). *Our current knowledge of aided (graphic) symbols and learning*. Paper presented at the Annual Convention of the Arkansas Speech-Language-Hearing Association, Little Rock, Arkansas.

Fuller, D.R. (1992, August). *Iconicity and Blissymbol learnability by persons with mental retardation*. Poster session presented at the Fifth Biennial Conference of the International Society for Augmentative and Alternative Communication, Philadelphia.

Fuller, D.R. (1993, October). *Aided (graphic) AAC symbols: What's available?* Paper presented at the Annual Convention of the Arkansas Speech-Language-Hearing Association, Hot Springs, Arkansas.

Fuller, D.R. (1994, November). *Decision-making in choosing graphic AAC symbols*. Miniseminar presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans.

Fuller, D.R. (2002, November). *Effect of figure-ground differential on AAC symbol acquisition*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Atlanta.

Fuller, D.R., & Carrillo, A. (2009, November). *Aided and unaided symbol use by a person with autism*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans.

Fuller, D.R., Frye, D., Kangas, K., Lloyd, L., Quist, R., & Wallis, J. (1988, May-June). *Current research with graphic symbols: Characteristics of Blissymbols and Sigsymbols*. Paper presented at the 112th Annual Meeting of the American Association on Mental Retardation, Washington, D.C.

Fuller, D.R., & Lloyd, L.L. (1986, March). *A study of physical and semantic characteristics of a graphic symbol system as predictors of perceived complexity*. Paper presented at the Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, Tennessee.

Fuller, D.R., & Lloyd, L.L. (1986, November). *Operationally defining the variable of complexity in Blissymbolics*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Detroit.

Fuller, D.R., & Lloyd, L.L. (1988, November). *Generalizing adult-based translucency data to cognitively normal children*. Technical paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston.

Fuller, D.R., Lloyd, L.L., Nail, B., & Quist, R. (1990, May). *Current studies on graphic symbols: What we know now*. Paper presented at the 114th Annual Meeting of the American Association on Mental Retardation, Atlanta.

Fuller, D.R., & Nolan, J. (2003, November). *Meeting the 2005 certification standards: A model curriculum*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago.

Fuller, D.R., & Scott, S. (1997, November). *Effects of rate on the intelligibility of two DECtalk voices*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston.

Fuller, D.R., & Wilbur, R.B. (1986, November). *Handshape metaphor cueing and the recall of phonologically similar signs*. Technical paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Detroit.

Fuller, E.E., & **Fuller, D.R.** (2006, November). *Receptive labeling of Blissymbols by persons with non-fluent aphasia*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Miami.

Koul, R., & **Fuller, D.R.** (1995, December). *Effects of age and iconicity on graphic symbol learning.* Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando.

Lloyd, L.L., & **Fuller, D.R.** (1988, August). *The role of iconicity in augmentative and alternative communication symbol learning.* Paper presented to the International Association for the Scientific Study of Mental Deficiency, Dublin, Ireland.

Lloyd, L.L., van Balkom, H., Cregan, A., **Fuller, D.R.,** Jennische, M., Johnsen, B., Lindsay, P., McNaughton, S., Schlosser, R., Steele, R., & Welle Donker-Gimbrere, M. (1992, August). *Graphic symbols: Clinical/educational and research issues.* Forum presented at the Fifth Biennial Conference of the International Society for Augmentative and Alternative Communication, Philadelphia.

Miller, M.M., & **Fuller, D.R.** (2009, November). *Use of hearing protection by farmers in Washington state.* Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans.

Scott, S., & **Fuller, D.R.** (1997, October). *Effects of rate on the intelligibility of synthetic speech.* Poster session presented at the Annual Convention of the Arkansas Speech-Language-Hearing Association, Hot Springs, Arkansas.

Smith, J., Hern, S., & **Fuller, D.R.** (1992, October). *Iconicity and Blissymbol learnability by persons with mental retardation.* Poster session presented at the Annual Convention of the Arkansas Speech-Language-Hearing Association, Hot Springs, Arkansas.

INVITED LECTURES AND PRESENTATIONS (Alphabetic Order)

Arvidson, H.H., Beukelman, D.R., **Fuller, D.R.,** Glennen, S.L., Lloyd, L.L., & Mirenda, P. (1999, November). *AAC from A-to-Z by the people who wrote the books.* Invited special event for the Annual Convention of the American Speech-Language-Hearing Association, San Francisco.

Fuller, D.R. (1989, May). *An overview of iconicity and complexity in graphic symbols.* Invited presentation to the Human Development Centers Speech/Audiology Spring Refresher, Little Rock, Arkansas.

Fuller, D.R. (1989, October). *Unaided symbol sets and systems.* Invited lecture for the course entitled Advanced Instructional Methods for Students with Severe Handicaps, William L. Geiger, Instructor, University of Arkansas at Little Rock.

Fuller, D.R. (1992, October). *Iconicity and complexity of graphic symbols.* Invited lecture presented to the membership of Sigma Xi, University of Arkansas at Little Rock.

Fuller, D.R. (1992, October). *Unaided symbol sets and systems.* Invited lecture for the course entitled Advanced Instructional Methods for Students with Severe Handicaps, William L. Geiger, Instructor, University of Arkansas at Little Rock.

Fuller, D.R. (1993, June). *Unaided symbol sets and systems.* Invited lecture for the course entitled Advanced Instructional Methods for Students with Severe Handicaps, William L. Geiger, Instructor, University of Arkansas at Little Rock.

Fuller, D.R. (1994, September). *Choosing graphic AAC symbols: The decision-making process.* Invited concurrent session presented at the Beyond the Borders Regional Conference, Little Rock, Arkansas.

Fuller, D.R., Ellis, L., Higginbotham, J., Koul, R., Schlosser, R.W., & Venkatagiri, H. (1998, November). *Research to practice in synthetic speech: Intelligibility and instructional issues.* Invited presentation for the Annual Convention of the American Speech-Language-Hearing Association, San Antonio.

Fuller, D.R., Lloyd, L.L., & Schlosser, R.W. (1991, October). *Symbol selection considerations: An integrative review.* Invited focal paper presented at the Third Biennial Think Tank on Issues in AAC, Purdue University, West Lafayette, Indiana.

Fuller, D.R., Lloyd, L.L., & Schlosser, R.W. (1996, August). *What do we know about graphic AAC symbols, and what do we still need to know about them?* Invited presentation for the Fourth ISAAC Symposium on Research in Augmentative and Alternative Communication, Vancouver, BC, Canada.

Fuller, D.R., & Nail, B. (1988, April). *Minspeak workshop.* Invited half-day workshop presented to students, clinicians, and educators, Indiana University, Bloomington, Indiana.

Loeding, B., Zangari, C., **Fuller, D.R.,** & Raghavendra, P. (1987, April). *Minspeak workshop.* Invited half-day workshop presented to students, clinicians, and educators, Indiana University, Bloomington, Indiana.

INTERNET COURSE DEVELOPMENT

Alfonso, M., Asfour, S., Berry, B., Brady, E., Binhack, L., Boleman, R., Brennan, T., Castro, M., Duthie, M.J., Fifer, R., **Fuller, D.R.,** Gartner, S., Gold, S., Greenberg, I., Hammel, B., Jordan, M., Kofsky, B., Rangel-Diaz, L., Rine, R., Tucker, N., & Vieta, V. (2001). *Interdisciplinary fundamentals in adaptive and assistive technology.* Internet course developed through collaboration with the University of Miami Mailman Center for Child Development and the Stein Gerontological Institute-Florida Alliance for Assistive Services and Technology.

FUNDED GRANT PROPOSALS (Chronological Order)

Lloyd, L.L., & **Fuller, D.R.** *The effects of translucency and complexity on the learning of Blissymbols by normal subjects.* Purdue Research Foundation: David Ross Fellowship, Purdue University, 1986-87, $6,600.

Fuller, D.R. *Funding request for two graduate research assistants to conduct efficacy studies on the Communication Pages voice output communication aid.* Learning Express, Inc., 1990-91, $5,333.

Fuller, D.R. *Addressing the shortage of speech-language pathologists in the state of Washington by increasing enrollment at Eastern Washington University.* Higher Education Coordinating Board, State of Washington, 2006-07, $95,463.

THESIS COMMITTEES: CHAIR (Chronological Order)

Hall, A. (1996). *Comparison of translucency ratings between Blissymbols and Cyber Glyphs for adults with normal cognitive abilities.* Masters thesis, University of Arkansas for Medical Sciences.

Hanes, L. (1997). *A survey of speech-language pathologists' pre-professional and continuing education in augmentative and alternative communication in Arkansas and immediately adjacent states.* Masters thesis, University of Arkansas for Medical Sciences.

Heflin, B. (1999). *Age group differences in the intelligibility of synthetic speech presented at various rates: Study IV (Kit the Kid).* Masters thesis, University of Arkansas for Medical Sciences.

Knox, D. (1999). *Age group differences in the intelligibility of synthetic speech presented at various rates: Study V (Perfect Paul revisited).* Masters thesis, University of Arkansas for Medical Sciences.

Young, B. (1999). *Age group differences in the intelligibility of synthetic speech presented at various rates: Study VI (Rough Rita).* Masters thesis, University of Arkansas for Medical Sciences.

Fuller, E. (2006). *Receptive labeling of Blissymbols by persons with non-fluent aphasia.* Masters thesis, Washington State University.

Brock, K. (2007). *The relationship between CELF-4 language scores and the severity of criminal behavior in adjudicated youth.* Masters thesis, Eastern Washington University.

Caesar, H. (2011). *Effects of caseload size on service delivery, efficacy, and efficiency for school-based speech-language pathologist*s. Master's thesis, Eastern Washington University.

Lane, R. (est. 2012). *Effects of interactive metronome training on the language skills of adolescents.* Master's thesis. Eastern Washington University.

THESIS COMMITTEES: MEMBER (Chronological Order)

Stepp, A. (1994). *A preliminary investigation into the speaking attitudes of individuals with Down syndrome using the Holistic Attitude Picture Predicting Instrument (HAPPI)*. Masters degree thesis, University of Arkansas for Medical Sciences.

Skaggs, S. (1998). *The effect of task on measurement of habitual pitch*. Masters degree thesis, University of Arkansas for Medical Sciences.

Broaddus, T. (2007). *Intra-subject consistency of objective tongue and hand strength measurements in preschoolers with speech sound disorders*. Masters degree thesis, Washington State University.

Anderson, G. (2008). *The impact of a service learning experience on academic performance in an undergraduate course in communication disorders*. Masters degree thesis, Eastern Washington University.

RESEARCH PROJECTS CHAIRED (Chronological Order)

Smith, J. (1990). *The relationship between translucency and complexity on the learnability of Blissymbols by institutionalized individuals with mental retardation.* Research project, University of Arkansas for Medical Sciences.

Hern, S. (1991). *An investigation of variables which possibly influence the learning of Blissymbols by persons with mental retardation in an institutional setting.* Research project, University of Arkansas for Medical Sciences.

Cooper, R. (1993). *Differences in preschool children's learning of black-on-white versus white-on-black graphic symbols.* Research project, University of Arkansas for Medical Sciences.

Lanier, C. (1993). *Comparisons of translucency ratings of Blissymbols between cognitively normal preschool children and adults.* Research project, University of Arkansas for Medical Sciences.

Hayes, C. (1996). *The effects of translucency and complexity on the acquisition of Blissymbols by cognitively normal elderly individuals.* Research project, University of Arkansas for Medical Sciences.

Searan, A. (1996). *A comparative study of the relative translucency of four graphic symbol sets and systems*. Research project, University of Arkansas for Medical Sciences.

Tedford, L. (1996). *Age group differences in the intelligibility of synthetic speech presented at various rates: A descriptive study*. Research project, University of Arkansas for Medical Sciences.

Scott, S. (1997). *Age group differences in the intelligibility of synthetic speech presented at various rates: Study II (Beautiful Betty)*. Research project, University of Arkansas for Medical Sciences.

Spargo, C. (1997). *A survey of the use of augmentative and alternative communication in Arkansas and immediately adjacent states*. Research project, University of Arkansas for Medical Sciences.

Carlson, R. (1999). *Age group differences in the intelligibility of synthetic speech presented at various rates: Study III (Frail Frank)*. Research project, University of Arkansas for Medical Sciences.

Cooper, M. (1999). *Age group differences in the intelligibility of synthetic speech presented at various rates: Study VII (Uppity Ursula)*. Research project, University of Arkansas for Medical Sciences.

Hodges, K. (1999). *Age group differences in the intelligibility of synthetic speech presented at various rates: Study VIII (Whispering Wendy)*. Research project, University of Arkansas for Medical Sciences.

Evans, T. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study III: Kit the Kid.* Research project, University of Arkansas for Medical Sciences.

Giompoletti, J. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study II: Beautiful Betty*. Research project, University of Arkansas for Medical Sciences.

Gore, A. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study VIII: Rough Rita*. Research project, University of Arkansas for Medical Sciences.

Rice, L. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study VII: Frail Frank*. Research project, University of Arkansas for Medical Sciences.

Roberts, L. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study V: Huge Harry.* Research project, University of Arkansas for Medical Sciences.

Smith, S. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study I: Perfect Paul*. Research project, University of Arkansas for Medical Sciences.

Stephenson, L. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study IV: Whispering Wendy*. Research project, University of Arkansas for Medical Sciences.

Tarrant, E. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study IX: Uppity Ursula*. Research project, University of Arkansas for Medical Sciences.

Worsham, A. (2000). *The effect of rate on the intelligibility of the DECtalk synthetic speech output: Study VI: Doctor Dennis*. Research project, University of Arkansas for Medical Sciences.

Duggan-Vipond, B. (2005). *An intensive case examination: The implementation of augmentative and alternative communication in an individual with Rett syndrome*. Research project, Eastern Washington University.

Lane, L. (2006). *Functional treatment for a child with learning disabilities*. Research project, Eastern Washington University.

Carrillo, A. (2007). *Efficacy of the use of graphic symbols and manual sign for a person with autism*. Research project, Washington State University.

Sabado, J. (2007). *Use of the interactive metronome in speech-language intervention*. Research project, Washington State University.

Graves, E. (2008). *The use of neuromuscular electrical stimulation (NMES) in the treatment of pediatric dysphagia*. Research Project, Eastern Washington University.

Kerr, K. (2009). *Spoken language versus AAC device use for children with autism spectrum disorder*. Research project, Eastern Washington University.

Miller, M. (2009). *Survey of the use of hearing protection for farmers in eastern Washington*. Research project, Eastern Washington University.

Schwerzler, A. (2009). *AAC with a preadolescent with autism*. Research project, Washington State University.

Stevenson, C. (2009). *Raising awareness of speech-language pathology services in private schools*. Research project, Eastern Washington University.

Askew, K. (2010). *Comparisons of mean length of utterance and Brown's morphemes in three groups*. Research project, Eastern Washington University.

Grothe, M., & Whitaker, C. (2010). *Survey of teachers on the knowledge and use of vocal hygiene principles*. Research project, Eastern Washington University.

Harvey, L., Heissenbuttal, H., & Troop, K. (2010). *The mentoring experiences of graduate students in a communication disorders program*. Research project, Eastern Washington University.

Jamison, D. (2010). *Observations and implications of the use of the term "complex communication needs" in augmentative and alternative communication*. Research project, Eastern Washington University.

Carroll, S. (2011). *Training in fiberoptic endoscopic evaluation of swallowing (FEES) and rigid-oral endoscopy in speech-language pathology master's programs*. Research project, Eastern Washington University.

Christensen, S. (2011). *Tongue pressure in comparison to quality of life in patients with amyotrophic lateral sclerosis*. Research project, Eastern Washington University.

Johnson, A. (2011). *When are patients with esophageal cancer being referred to speech-language pathologists?* Research project, Eastern Washington University.

Murphy, W. (2011). *Factors influencing the intelligibility of speech synthesizers: A critical literature review*. Research project, Eastern Washington University.

Mutch, K. (2011). *Development of a protocol for hypernasality in children with cleft palate*. Research project, Eastern Washington University.

Gallis, A., & Turner, S. (est. 2012). *Survey of parent perceptions regarding AAC use in children with autism*. Research project, Eastern Washington University.

EXTERNAL THESIS REVIEWS

External reviewer for Sara Carmeli, Tel Aviv University (Israel), for her doctoral thesis entitled *Transparency and Translucency of Compound Blissymbols*. Prospectus June, 2003; Dissertation May, 2007.

DOCTORAL DISSERTATION

Fuller, D.R. (1988). Effects of translucency and complexity on the associative learning of Blissymbols by cognitively normal children and adults. (Doctoral dissertation, Purdue University, 1987). *Dissertation Abstracts International, 49,* 710B.

AREAS OF RESEARCH INTEREST

Efficacy studies on voice output communication aids and devices

Characteristics of graphic (aided) symbols (e.g., iconicity and complexity) and their effects on symbol acquisition and retention

Learning of augmentative and alternative communication symbols by persons with cognitive impairments

Linguistics of American Sign Language

Use of microcomputers in teaching individuals with speech and language disorders and in teaching individuals with varying disabilities

Use of microcomputer technology in the manufacture of assistive devices for persons who are non-speaking

Visual perception of graphic (aided) symbols

PROFESSIONAL REFERENCES (Alphabetic Order)

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