

Dr. Keely Camden
3993 Oglebay Drive
Wheeling, WV 26003
304-975-2599 (cell)

June 14, 2015

To the members of the West Liberty University Presidential Search Committee:

It is after careful consideration that I offer this letter of candidacy for the President's position at West Liberty University. Having been raised in the Ohio Valley in West Virginia, this area is my home. My father was a first-generation college student at West Liberty (then State College); the youngest of seven children, he used the GI Bill to earn a degree in Business and Social Studies Education. West Liberty University is special; the institution provides an opportunity for all demographic of students to access higher education, expand thinking, challenge assumptions, and experience a diversity of lifestyle and thought. Opportunity defines the mission of West Liberty University. The word is highlighted in the mission statement of West Liberty and again referenced as one of the core values of the institution.

Over the past several years, I have been privileged to work at West Liberty University, and I've become intimately familiar with, and very impressed by, the many facets of this institution that make it such a unique and special learning environment: the excellent reputation of the faculty, the incredibly hardworking staff, the beautiful campus grounds, the outstanding athletic offerings, and a caring and nurturing campus culture, one that fosters long-lasting relationships and provides incredible opportunities for students.

As a Dean for the past six years, I am also intimately aware of the many challenges and opportunities that face West Liberty University and the need to address them immediately: budget constraints and the lack of a clear budget modeling process, declining student enrollment, struggling morale of employees, limited technology infrastructure, HLC accreditation concerns, a lack of general studies outcome assessment data, a needed graduate culture, facility deferred maintenance, outdated student housing, limited recreational opportunities, and the need to remain student focused in a era of increasing political distraction and limited financial resources.

Many of these concerns are not limited to West Liberty, or to this state or region. Nationally, the viability of the traditional model of higher education is in question. Kevin Carey, author of *The End of College*, writes "M. Christensen, a Harvard Business School professor and champion of disruptive innovation, has suggested that the bottom 25 percent of every tier of colleges will disappear or merge in the next 10 to 15 years." As the income gap widens, the access and affordability of higher education become a significant barrier to the educational and employment opportunities inherent in traditional "degrees." The value of such expensive and time-consuming

traditional education is also frequently questioned. The authors of *Academically Adrift* have demonstrated that collegiate academic programs, particularly in general studies, fail to increase the academic achievement of students. Completion of courses, the assignment of grades, and even awarding of diplomas are not necessarily trusted measures of student competence or ability. Within this national debate, and framed against the explosion of competing non-profits, technological advances, on-line programs, and innovative and free courses via edX, Coursera, Udacity, and others, the next President must be prepared to provide vision, inspiration, and the assurance of institutional sustainability. The disruptive forces of technology, cognitive psychology and neuroscience research, and the changing economic landscape are factors redefining educational opportunities and the pedagogical options of higher education learning communities.

The next several years are pivotal for the University. While financial acumen is a necessity, the candidates being considered for the Presidency should have a wealth of additional qualities that make her or him the right fit for West Liberty University. It will be essential to embrace the opportunities to design flexible and supportive learning communities, capitalize on the strengths of the surrounding community and talents of the faculty and staff, provide support for innovation and creativity, understand and adapt with the technological advances, and ensure a positive and healthy campus culture. The next President and the leadership team of the University must operate with transparency, integrity, and passion. Building of a positive campus culture for students and their families begins with the support of the faculty and staff through fair and equitable salary increases, consistent and clear communication, respectful interactions, and celebrations of successes.

I have been inspired by the work of Simon Sinek. His newest book, a compilation of stories illustrating current organizational research, it titled *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*. In it he writes, "Truly human leadership protects an organization from the internal rivalries that can shatter a culture. When we have to protect ourselves from each other, the whole organization suffers. But when trust and cooperation thrive internally, we pull together and the organization grows stronger as a result. And when a leader embraces her responsibility to care for people instead of caring for numbers, then people will follow, solve problems and see to it that that leader's vision comes to life the right way, a stable way and not the expedient way. Customers or students will never love a company or organization until the employees love it first."

The next President must understand and respect the cultural traditions and historical significance of the institution. She or he should effectively communicate the story of West Liberty to a greater audience; the University must broaden and diversify the recruitment sphere of the University beyond the regionally centric current base. The President's role is one who works within in the larger triangulation of integrated marketing, admissions, and development processes to ensure consistency and clear communication of mission and purpose. Lead by a strong strategic plan, these three processes can work together with great synergy to fulfill the mission of the

University. The President must be prepared to navigate the intricacies of financial planning amidst a backdrop of shifting federal financial aid regulations and declining state appropriations; she or he must provide leadership on decisions of competitive pricing relevant to comparisons of similar markets and determine appropriate budget modeling for the University. Even more importantly, it is imperative that the new President work closely and collaboratively with the other institutions of higher education in the state and region and support the efforts of the Higher Education Policy Commission (HEPC) in the defense and support of higher education. Within West Virginia, the HEPC, given the leadership of the Chancellors and Vice Chancellors, serves on the frontlines of the interaction with state legislators. Working in a concerted collaborative effort, the proposed bills and action items can be more appropriately challenged or supported. Additionally, the relationships with legislators and the influence for supportive legislation can be accomplished through more proactive measures.

Prioritization of need is an essential element of fiscal management. To do so, a strong campus master plan is an important ingredient to drive the necessary conversations and prioritization of projects and funding allocations. As described by the consulting firm, Credo, "the strategic plan is the compass and the master plan is the roadmap." A campus master plan provides comprehensive data, time-lines, and metrics for measures of accomplishment. With input from all facets of the community, the completed master plan serves as a "common" document shared and understood by all constituents. One of the challenges in higher education is the differing "languages" spoken across varied constituents of the University. A campus master plan provides for the translation of these languages to ensure community consensus, and it gives a more transparent roadmap for institutional planning.

A significant part of the message a President must clearly articulate is a defense of the liberal arts within the context of our global marketplace and distressed world economy. My decision to attend a small liberal arts college as an undergraduate student was intentional. While I completed a professional studies program, I did so surrounded by a strong liberal arts core curriculum and electives in topics that ranged from Logic to Philosophy of the Art Aesthetic and Constitutional Law. While all academic disciplines can promote critical thinking and divergent thought processes, the liberal arts provide an interdisciplinary platform from which to synthesize information. It is critical that we do not stop with the teaching of how to solve problems; we must teach and model the ability to first identify problems and frame those problems within a philosophical and pragmatic construct. Additionally, an institution of higher education, like West Liberty University, must champion for the accessibility and affordability of education to a large and diverse student body, especially non-traditional and first-generation students.

As President, I would be in a position to empower those responsible for different facets of the campus community and learning environments and then work to procure the needed resources to ensure their success. In the changing role of college

presidents, there is an expectation and need for a strong marketing sense and fundraising skill-set. Financial viability rests with robust endowments and increased enrollments. Viability also depends on a strong mission and defining set of values. These values must be clearly understood, believed, and communicated across the larger campus community and region.

As the President of West Liberty University, I would embrace the role of raconteur, someone who connects the legacy and mission of the University to the lives of alumni, students, prospective students, and benefactors while championing these stories eloquently to audiences regionally, nationally, and internationally. While the President's role is often as the public face of the University, it is important that the President not be the focal point. The emphasis of the University's message should always be on the institution and the students, not the leader. My experience in higher education is evidence of this belief. As leaders and educators, we are bridge builders; we build structures so that others can have opportunities for advancement. Leadership of an institution must not ever be for personal gain or driven by personal agenda.

When I accepted the Dean's position at West Liberty University, I understood the significant challenges I would face. There was a ten-year trend of declining enrollment in the College, a Graduate Program in its infancy, personnel turnover and dissatisfaction, issues with the stewardship of major gifts, and an impending national accreditation visit. The Teacher Education Program was 18-months away from a continuing accreditation visit (NCATE) and 24 months away from a state re-filing of all certification programs. The Exercise Physiology Program had hoped to secure national accreditation, but the program needed additional equipment and budget resources.

As a College, we had to move quickly and decisively while building consensus not only in the College of Education, but also in the other Colleges that were impacted by the Teacher Education and Exercise Physiology Programs. Through the first two years of my appointment, in addition to my role as Dean, I maintained the title and responsibility for the Teacher Education Program and Accreditation process while young faculty members were mentored in these roles. In my position, I lead an incredible team of faculty and staff through extensive preparation and program overhaul. We re-designed the Teacher Education program, involved an extensive group of stakeholders in the creation of new program goals and outcomes/new key performance assessments, and we implemented a comprehensive assessment system with the adoption of LiveText as our on-line assessment management system. With strategic networking, we were able to position ourselves to be the first Teacher Education Program in the state to pilot the Continuous Improvement option in the NCATE process. We completed an off-site NCATE review in December 2010, and an on-site NCATE review in March 2011 successfully passing all standards at the undergraduate and graduate level. In 2011, we also secured first-time national accreditation from the American Society of Exercise Physiology (ASEP). Two years ago, we added an undergraduate degree in Athletic Training, and, in January 2016, we

will host the Council for the Accreditation of Athletic Training Education (CAATE) on-campus for a site visit.

We broadened our recruitment efforts to include Eastern and Southern West Virginia, Western PA, Eastern Ohio, and the greater metro DC area. We have formalized partnerships with various entities throughout the Pittsburgh region, and we work closely with the Intermediate Unit 1 in California, PA and the local Regional Education Service Agency (RESA-6) on shared projects and professional development.

I am incredibly proud of the creation and work of the Center for Arts and Education, a collaborative project designed between the College of Arts and Communication and the College of Education; the Center was created in 2011 with the support of the Claude Worthington Benedum Foundation, and it has grown to involve all of the academic Colleges on campus. The Center, and our staff, are a Satellite of the CREATE Lab at Carnegie Mellon. This not only brings a national spotlight to the work at West Liberty, but also provides an incredible platform from which our students can experience and pilot advanced robotic technology. This highly creative and synergist Center has resulted in a plethora of new partnerships, opportunity for arts advocacy, and enhanced professional development for faculty, students, area teachers, and artists. This is an excellent example of expanded learning communities; the opportunities for specialized training and institutional credentialing embraces the disruptive forces of innovation discussed previously and capitalizes on them to the advantage of the University.

Lou Karas, the Director of the Center for Arts and Education, and I have personally established formal partnerships and personal relationships with various organizations in the greater area of Western PA, Southern WV. Just a few of the many partnerships include: Pittsburgh Children's Museum, Saturday Light Brigade, Warhol Museum, LeMoyné Center, Lab, and the Harless Center at Marshall University. The Center was selected as a host site for the expanding MakeShop ® at the Pittsburgh Children's Museum. Most recently, the work of the Center for Arts and Education, as part of the Kids + Creativity network, was recognized in Pittsburgh Magazine. This past year, Lou has hosted over 600 area school students in the Center and an additional 200 plus teachers for professional development workshops. The Center is a vibrant, colorful, state-of-the-art facility that embodies the spirit of innovation and creativity.

On a broader macro-level of leadership in the College of Education, the creation of a strategic master plan began with a compression planning session that involved all College members including staff, faculty, and a sampling of students representing the various majors in the College. This type of inclusiveness provided a strong sense of community; we worked from the framework of capitalizing on our strengths while addressing areas of concern in an honest and deliberate fashion. Additionally, the formation of a leadership team in the College of Education has provided a great depth of talent and insight into the refining and aligning of the strategic plan. The College's strategic plan clearly defines our College goals and outcomes with specific activities,

timetables, and accountability measures. The strategic plan, however, is a living document, frequently reviewed and amended as new opportunities or challenges arise that were not previously considered.

From our strategic plan has grown an integrated marketing and development plan crafted with the insight of a talented and experienced marketing professional. With limited University resources and cuts to state appropriations, private fundraising and grant writing have been a necessity for the ability to deliver innovative programs and facility upgrades in the College of Education.

Over the past several years, I have established relationships with private foundations, and personally written or co-authored grants totaling more than 1.5 million dollars. An instrumental part of my position is building relationships and stewarding gifts from private donors. The College of Education coordinates all named scholarships, and I communicate directly with our benefactors and the students impacted by their generosity. My service on four local Boards in Wheeling has also given me hands-on experience working with strategic planning and fundraising for non-profit organizations.

In my role of Dean, I have also worked closely with the HEPC, the WV Department of the Education and the Arts, and the WV State Department of Education. I have relationships with many individuals in all three organizations, and I have served on various state-level committees and action groups. Most recently, I have been an active member of the HEPC ad hoc committee for Transfer and Articulation Agreements. In that role, I worked as part of the State committee to frame policy statements for legislators, outline critical components, and provide suggested re-writes for procedures. In the role of President, I would continue to actively engage at the state level and in the legislative process. It is imperative that we continually provide feedback to proposed legislation. However, it is equally important that we work proactively in the process to help frame the proposed bills and legislation to mitigate the need to be in a constant reactive state.

My creative energies, experiences, humility, and passion for higher education would be an asset to advancing the mission of West Liberty University and expanding its influence in the region and nation. If awarded this position, I would work quickly on the cultivation of major donors and the stewardship of our current and potential University supporters and alumni base, positively engage with and support our campus constituents, outline clear budget strategy, and continue to strengthen our community relationships and partnerships.

I would welcome the opportunity to engage in further exploration and conversation of how my qualifications and personal attributes align with the expectations you have for the next President of West Liberty.

Sincerely
Keely Camden

Dr. Keely Camden

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Education

- | | | |
|-----------|--|----------------|
| 2002-2007 | West Virginia University | Morgantown, WV |
| | <ul style="list-style-type: none">• Ed.D. Special Education: minor, educational leadership• Dissertation: <i>The Preparation of Pre-Service Teachers in Word Structure Knowledge</i> (mixed methods research design) Chair, Katherine Mitchem, Ph.D.• GPA 4.0/4.0 | |
| 1996-1997 | Old Dominion University | Norfolk, VA |
| | <ul style="list-style-type: none">• MS Ed. Special Education: specialization in emotional disorders in children• Selected to participate in a federally-funded grant cohort with Dr. Robert Gable• Graduated Summa Cum Laude, GPA 4.0/4.0 | |
| 1992-1996 | Bethany College | Bethany, WV |
| | <ul style="list-style-type: none">• B.A. Education: minor in special education with a specialization in learning disabilities• Graduated <i>Summa Cum Laude</i> with Distinction on Senior Comprehensive Exams• Selected as Kalon Leadership Scholar and Outstanding Junior Woman of the Year (1995)• Vira I Heinz Travel Scholarship to New Zealand to study special education system (Summer 1995)• All-USA College Academic 3rd Team by USA Today (1996) | |

Professional Experience

July 2009-present West Liberty University West Liberty, WV

Dean, College of Education

Associate Professor of Education

- Oversee departments and budgets of Professional Education Department, Health and Human Performance Department, Master of Arts in Education Program, and Center for Arts and Education
- Lead team of 24 full-time faculty and three staff with a 1.8 million dollar budget for the College
- Created partnership with Apple® and arranged for four professional development sessions with national trainers presented to faculty and staff. Facilitated leadership symposium with upper academic administration and national Apple Development Officers (2014)
- Creation of new major in College of Education: Athletic Training
- Creation of a new program in College of Education: Community Education with six new majors
- Secured first-time national accreditation for Exercise Physiology Program with ASEP
- Created College Strategic Plan Marketing/Enrollment Plan with all new print and media materials
- Co-created a ***Center for Arts and Education*** (2011) that established partnerships with various organizations in and around Western PA and Southern WV:
 - CREATE Lab at Carnegie Mellon with Harless Center, Marshall University
 - Pittsburgh GateWay Center for the ARTS
 - Intermediate Unit One, California PA
 - Children's Museum of Pittsburgh
 - Warhol Museum
 - Saturday Light Brigade
 - Mattress Factory
 - Shady Lane Preschool
 - WV Dance Company

- NCATE Coordinator and Certification Officer (2009-2011)
Led Successful Continuing Accreditation Education Visit (2011)
Selected as first State pilot for Continuous Improvement NCATE model
- Director, Teacher Education Program (2009-2011)
Adopted LiveText® as assessment management platform (2009)
Lead Education Program re-design and alignment to new WV State Teaching Standards
Created Governing “Unit” of Cognate faculty (Spring 2010)
- Development Coordinator for College of Education (new scholarship and stewardship program)
- Recent Grants Written and Awarded (unless denoted as in progress)

Born this Way Foundation

\$300,000 Anti-Bullying Program (2015, proposal in-progress)

WV Homeland Security State Administrative Agency Grants Program (SSA)

\$200,000 Rogers Halls Generator co-authored grant with Pat Henry (2015, submitted)

Chevron Corporation in coordination with Claude Worthington Benedum Foundation

\$103,000 Jason Learning Inc. STEM Curricular Expansion Project (2015, submitted)

Schank Foundation

\$60,000 Creative Child Challenge, in partnership with Wheeling Country Day School (2014)

Pugliese Foundation

\$49,950 Blatnik Hall Pool Grant Improvements (2013-2014)

Claude Worthington Benedum Foundation

\$219,000 2-year Grant for STEM Curricular Expansion Project Jason Learning, Inc.(2015)

\$250,000 12 month Grant for Teaching Artist Residency Programming (2013)

\$230,000 2 year Grant for Innovative Class Design in partnership with Carnegie Mellon
CREATE Lab and Harless Center at Marshall University (2012)

\$75,000 12 month Grant for Digital Media Design Teacher Certification (2011)

\$166,000 15 month Grant co-authored with Dean of Arts and Communication to create an
Arts and Communication Center (2011)

\$266,000 2 year Grant for Elementary Science Collaborative Lab School Initiative, (2010)

WV Professional Development Schools Grant from WV State Department Educ. and the Arts

\$96,000 (2010) and \$94,000 (2012) and \$96,500 (2013)

Community Foundation of the Ohio Valley (CFOV)

\$6,050 – 12 month grant for Parent Project workshop series (2012-2013)

National Science Foundation (2014 partnership grant)

Carnegie Mellon University’s CREATE Lab and Illah Nourbakhsh’s MSP Prototype,
“Creative Robotics”

Development Accomplishments as Dean:

Traveled extensively and developed relationships with several significant key alumni and donors

Cultivated relationships with Pittsburgh-based Foundations

Worked with WLU Development Office on fund designation for Great GALA 2014

Stewarded a reinstatement of a full-tuition named scholarship during my tenure as Dean

Received \$50,000 from an Anonymous donor for unrestricted College of Education funds

Cultivated \$10,000 gift from an alumnus for capital improvements in 2 classrooms
Cultivated \$5,000 gift from an alumnus for capital improvements in an art education classroom
Increased a named scholarship \$500.00 every year for the past five years to \$5,000 a year

Additional Accomplishments at West Liberty University:

Creation of a new major in middle childhood education
Website Content Manager for new College of Education website
Creator of on-line weekly newsletter, *Gold Headlines* sent to thousands of listserv members weekly
NCATE WV State Review Team Member (2009-Present) 3 On-Site School Visits
Curriculum Analysis Reviewer WV State Team Member (2009-Present)
Personally coordinated classroom technology enhancements with 8 new SmartBoards and related software and hardware (2010-2012)
Sponsored *Handwriting without Tears* Workshop for Area Teachers and Students (2012 and 2015)
Organizer and Presenter for an Etiquette Dinner for College of Education (2012-present)
Sponsored Dave Burgess (*Teach Like a Pirate*) for University students and local schools (2014)
Sponsored WV Dance Company Performances for University students and local schools (2012)
Sponsored *Meet the Candidate Forum and Debate* for local School Board Elections (2012)
Sponsored Brenda Smith Myles, Asperger Consultant, for On-Campus Workshops (2011)

2007-2009

Bethany College

Bethany, WV

Education Department Chair

- NCATE Coordinator and Certification Officer
- Responsible for all National Accreditation yearly reports and state reports (Title II)
- Responsible for creation and implementation of NCATE performance assessment system
- Member of the WV State Dept of Education Board of Education Review Team (Nov. 2008)
- Member of Higher Education Advisory Committee for State Department (2008-2010)
- Member of Autism State Team (2008-2009)
- Creator and instructor for graduate-level summer autism program (2008-2009)
- Chair of Implementation Committee for new Hurl Education Center (2007-2009)
- Manager of 10 direct reports including daycare director, department faculty and admin.assistant
- Worked with President to secure \$100,000 gift to purchase building for Education Program
- Grants Written and Awarded
 - Benedum Foundation, \$125,000 2-Year Grant for 21st Century Curricular Kits, 7/08
 - Pugliese Foundation, \$50,000 one-time grant for Technology Infrastructure 5/08
 - Wheeling Community Foundation, \$1,800 for Child Care Center, 3/08
 - State Department Professional Development Schools (Response to Intervention) collaborative five-year grant with Hancock County Schools, \$100,000, 6/07

2001-2007

Bethany College

Bethany, WV

Assistant and Associate Professor of Education (Special Education)

- Tenured, Spring 2006
- Full-time 12 hour credit teaching load each semester with approx. 60 advisees
- Field Placement Coordinator for all student teaching and junior-level placements, 2001-2006
- Creator of state-approved multi-categorical certification program
- Creator of state-approved autism endorsement
- Creator of NCATE Specialty report for CEC – Approved on first submit
- Advisor for Kappa Delta Pi, International Honor Society in Education
- Advisor for Student Education Club
- Coordinator of tutoring experiences at Bethany Primary Elementary and KidzNet in Wheeling, WV

- Selected by administration to serve on ad hoc presidential search, budget, curriculum, and long-range planning committees
- Active member of the Bethany College Alumni Council

Courses Taught in Higher Education at West Liberty University and Bethany College:

Undergraduate

Graduate

Autism I

Autism I

Autism II

Autism II

Reading in the Content Area (Secondary)

Collaboration in Special Education

Human Development

Classroom Management

Senior Seminar

School Law

Classroom Management and Discipline

Assessment

Curriculum, Methods and Assessment in Special Education

Language Arts and Social Studies Methods for Elementary Education

Educational Psychology

2007-2009

Various Districts throughout WV

Consultant

- Led professional development workshops around the Tri-state region for teachers and administrators
- Created professional development modules and implemented half-day and full-day trainings

2003-2006

Marshall County Schools

Moundsville, WV

Consultant

- Assisted in coordination and supervision of summer school program for students with disabilities (Summer 2003, 2004, 2005, 2006)
- Conducted behavioral observations and functional behavior assessments of students
- Provided training for special educators in co-teaching models and specialized strategy instruction

1999-2001

McNinch Elementary

Moundsville, WV

Special Education Teacher

- Program for students with behavior, learning, and cognitive disabilities (including autism)
- Designed functional behavioral assessment packet for county
- Presented in-service for educators, October 1999 and September 2000
- Employed LindaMood Bell Reading Program®, Wilson Reading®, and Great Leaps®
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1997-1999

Corporate Landing Middle School

Virginia Beach, VA

Special Education Teacher

- 7th and 8th grade Inclusion/Resource model teacher
- Designed new service delivery model for 8th grade
- Awarded Superintendent's Quality Award for TQM practices in service delivery model

1996-1997

Southeastern Cooperative Ed Programs

Norfolk, VA

Special Education Teacher

- Autistic Children's program (ages 3-6) using TEACCH model
 - Employed discrete trial teaching and used augmented and computerized communication in classroom
 - Conducted home visits and community-based instruction
-

Workshops and Papers Presented

Justice and democracy reflected by an inclusive Community Education Program: Research & Praxis German-American Non-formal Educational Models

April 16, 2015 American Educational Research Association (AERA) International Conference

College Readiness and College Planning

September 2011-Present

(20 plus) High School Presentations and Admission Presentations with WLU Staff:

Washington DC

Eastern Panhandle, WV

Southern WV

Western PA

Eastern OH

Northern Panhandle, WV

Teacher Education Preparation

Wheeling Park High School

Dress for Success and Dining Etiquette

May 2015, Ohio Valley Jaycees, Wheeling, WV

April 2014, Ohio Valley Jaycees, Wheeling, WV

Research-Based Interventions for Children with ADHD

February, 2013, Onley Friends School, Barnesville, OH

College Readiness and Career Exploration

Fall, 2012, Various high schools around the state of WV and in Washington, DC

The Pink Boa, Reflections on Teaching

April, 2012-present, Kappa Delta Pi Education Honorary Induction

Problem-Based Learning: A Look Inside

March, 2012, Physician-Assistant Master's Program Faculty Training Seminar, West Liberty University

Autism Spectrum Disorder: Considerations and Accommodations

March, 2012, WV Dance Company

Determining School Priorities, co-presented

November, 2011, Bentworth Area School District, Middle School and High School Teachers

Administrative Leadership and the Implementation of LiveText ®, co-presented

July 2011, LiveText National Conference, Chicago, IL

Classroom Considerations for Sensory Integration Solutions, co-presented

April 2010, Council for Exceptional Children National Conference, Nashville, TN

Assessment: Setting Goals and Student Learning Outcomes

Spring 2010, Assessment Committee and Senior Administration, West Liberty University

Classroom Effects of Psychotropic Medications on Children with Disabilities

April 2009, Council for Exceptional Children National Conference, Seattle, WA

Food Allergies in Children and the Gluten Free/Casein Free Diet for Children with Autism

April 2008, Council for Exceptional Children National Conference, Boston, MA

March 2008 Children's Home of Wheeling

May 2007, Augusta Levy Learning Center, Wheeling

February 2007, Parent Support Group, Bethany College

Literacy Strategies for Children with Autism

October 2007, RESA VI Parent Workshop Series (co-presented)

Assessment Program Outcomes

August 2007, Bethany College Faculty Meeting (co-presented)

Research Based Literacy Issues in the Social Studies Classroom

April 2007, Council for Exceptional Children International Conference, KY

Integrated Technology in the Elementary and Secondary Classroom

August 2007, Hancock County Schools

Effective Classroom Discipline

August 2007, Weir Middle School, Weirton, WV

August 2007, Hancock County Schools

October 2006, Simpson Elementary, Clarksburg, WV

June 2005, Glenwood Elementary, Charleston, WV

May 2005, Milford Elementary, Clarksburg, WV

April 2005, Nutter Fort Elementary, Clarksburg, WV

Classroom Management for Administrators

December 2004, Principals Academy, Charleston, WV

SRA Reading Program

March, 2005, RESA Regional Administrators Meeting

Issues in Collaboration and Inclusion (Co-teaching)

November, 2006, Morgantown Schools

April 2006, Clarksburg School District

August 2005, Administrators Forum, Clarksburg, WV

Training/Workshops/Conferences Attended

American Educational Research Association National Conference, 2015

Carnegie Mellon University CREATE Lab Technology Conference, 2015

Professional Development Schools State Conference, 2014, 2013, 2012, 2010

LiveText National Conference, 2012

Handwriting Without Tears, September 2012 and October 2014

GigiPan for Educators, September 2012

Jonathon Kozol Presentation (Invited as part of WV School Board Association Annual Mtg), September 2012

CASE, Advanced Development for Deans, February, 2012

LiveText, National Conference, July 2011

Council for Exceptional Children Conference, April 2007, 2008, 2009, 2010, (presenter 4 years)

CASE, Development for Deans, January 2010

Autism Symposium, CA Univ. of PA (Brenda Smith Myles speaker), March 2009

Learning and the Brain Conference (neuroscience research), February 2009
National Education Computing Conference (ISTE), June 2008
Autism Conference (Carol Kranowitz speaker), March 2008
Kappa Delta Pi International Conference, November, 2007
Autism Society of America, WV Chapter (Temple Grandin speaker), August 2007
Bringing Words To Life, Isabelle Beck, March 2007
Crisis Prevention Intervention (CPI) February 2007
LETRS – Literacy and Language, August 2006
Poverty and the Schools, Ruby Payne, August 2005
Collaboration and Co-Teaching, Marilyn Friend, July 2005
Standards-Based IEP's, Leadership for Results, December, 2004
Strategy Intervention Model (Kansas University), March 2004
Wilson Reading Program, June 2002

Professional Organizations and Community Service

Phi Delta Kappa	Council for Exceptional Children
Kappa Delta Pi	*Teacher Education Division
International Reading Association	*Learning Disabilities Division

Board Member, New City (Wheeling Preservationist and Downtown Restoration Project) 2015-present
Board Member, Wheeling Country Day School May 2015-present
Board Member, Children's Museum of Ohio Valley (CMOV) January 2008 – present
Board Member, Augusta Levy Learning Center for children with autism August 2007- 2011'

Court-Appointed Special Advocate (CASA) for Ohio County 2014-present
YWCA: Women's Boutique Coordinator 2013-2014

Doctoral Committee Member:

Traci Tuttle, Special Education, West Virginia University, 2010-2012
Karen Kettler, Curriculum and Instruction, West Virginia University, 2011-2013

Education Columnist, Wheeling News Register (2012 –ongoing)

Project RED Coordinator, Bethany College (2007 & 2008)

Raised \$25,000 for Children's Home and School in the Democratic Republic of Congo via EDUCONGO

Honors

Nominated in Community Service Category for Deborah Doleski Allen Champion of Children Award, 2015
Walter Bortz Faculty Prize for Technology, Bethany College, August 2007
Selected as one of the Ohio Valley's *Top Thirty Under Forty*, August 2007
Outstanding Faculty Member in Bethany's Education Department (student selected), April 2008

Professional References

Dr. James “Jim” DeNova

Vice President, Claude Worthington Benedum Foundation
1400 Benedum Trees Building
223 Fourth Avenue
Pittsburgh, PA 15222
412-288-0360 (office)

Dr. G.T. “Buck” Smith (former President, Bethany College and Davis and Elkins College)

Current Interim President, Davis and Elkins College
100 Campus Drive
Elkins, WV 26241
304-830-3900 (cell)

Mr. Robert Hagerman

Assistant Director, WV State Department of Education
Office of Professional Preparation
Building 6, Room 304
1900 Kanawha Blvd East
Charleston, WV 25305

Mr. Scott Martin

Superintendent, Bentworth School District
150 Bearcat Drive
Bentleyville, PA 15314
724-239-2861

Dr. Christina Sampson

Director, McCann Learning Center
Bethany College
Bethany WV 26032
304-829-7401 (office)

Dr. Jeremy Lawrence

Chair, Department of Humanities
West Liberty University
208 University Drive
West Liberty, WV 26074

Mrs. Elizabeth Hofreuter-Landini

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