

June 10, 2015

Presidential Search Committee  
West Liberty University  
208 University Drive  
West Liberty, WV 26074

Dear Members of the West Liberty University Presidential Search Committee:

Please accept this letter and accompanying resume as my application for the presidency of West Liberty University. As I reviewed the presidential profile and the college's Web site, I felt a sense of excitement about the challenges and opportunities for West Liberty University's next president. I believe that my experience, education, and professional and personal integrity have prepared me well for this unique leadership opportunity. The mission, character, and values of West Liberty University describe a vibrant institution centered on student achievement and academic distinction. As a native of West Virginia's Northern Panhandle, it would be an honor to return home and join the West Liberty University community and offer my leadership and experience with business, industry, governmental agencies, community groups and public/private colleges and universities to advance this esteemed institution in its commitment to excellence.

Presently I am my fourteenth year as a college president after serving twenty-seven years as a university faculty member and administrator. During the paragraphs that follow, I will discuss my experiences and strengths as related to the qualities that you seek in a president and to the identified challenges and opportunities. The many challenges facing universities in today's higher education environment require a president who possesses personal qualities and professional leadership skills and values to be adaptive to rapidly changing economic, demographic, and political conditions. Being a successful president requires a commitment to and experience and passionate belief in the value of the university and the appreciation for its history, culture, and tradition.

Perhaps there is no greater challenge to universities today than the eroding financial base. Effective budget management is a significant dilemma for universities who must maintain quality while controlling costs. I have the managerial skills and business knowledge with a proven record and competency in financial management, with fourteen consecutive years of achieving balanced budgets, to assure human, budget, physical, and technology resources are effectively and efficiently managed. Also, I have the experience and proficiency in successful fundraising and generating support from public and private segments, and I will work vigorously to ensure that future fundraising goals are integrated into West Liberty University's vision. Additionally, I would bring substantial experience in securing external grant support and would welcome the opportunity to explore a number of prospective sources to extend resources through collaboration internally and externally. I look forward to the challenge of building upon existing relationships and developing new external relationships, initiatives, and resources to bring greater visibility and financial resources to West Liberty University.

I can personally relate to the challenge and opportunity of implementing effective management strategies with limited resources. Like many state institutions of higher education our state budget support and revenues have decreased 20 percent during the last five years. However, I have found that during tough economic times the true measure of any institution is in the spirit and quality of its employees and leadership working together to make difficult decisions. As a result, we have been able to effectively balance the budget annually without eliminating personnel.

My leadership and communication style is one that is open, forthright, and consultative. As a leader it is my role to clarify and nourish a sense of purpose and a sense of direction. I consider my strengths to be the ability to relate to and connect with people; strong group dynamic and consensus building skills; a genuine commitment to the value of diversity; treating each individual with courtesy and respect; and leading by experience and by example. I am honest, approachable, judgmentally fair, and an active listener with a genuine interest and concern for others. It is important that I constantly work on relationship building with internal and external stakeholders based on credibility, trust, and respect. I have been successful in establishing meaningful relationships with local and state governmental leaders to create successful partnerships and collaborations.

I am committed to the advancement of higher education in a multicultural society and have a vision for building and sustaining innovative best practices and collaborative educational partnerships. During my higher education career I have been fortunate to experience an increasing level of responsibility as a faculty member, academic dean, academic vice president, and campus president. I am confident that I am well prepared in strategic planning, fundraising, enrollment management, student life, budget management, facility construction and renovation, marketing and public relations, technology planning, adult and continuing education, college and workforce readiness, assessment and evaluation, and economic development.

I believe in crafting a shared future, one that will prepare West Liberty University for new challenges with confidence and a clear sense of institutional purpose. In my current presidency I have been able to strategically improve the quality of the institution, promote the success of students, and protect the long term health of the college. I intend to sustain the mission of West Liberty University by immersing myself in the culture of the university and the local communities enabling West Liberty University to further create a climate that encourages achievement, inclusiveness, innovation, and respect for others. By working together the university will continue to be recognized for its personal and learning centered programs and services; for its integrity and values; and for its high regard for the worth of each individual.

The enclosed credentials will reveal a career that consists of a high standard of integrity and ethics, innovative leadership, and an established record of support for and strong commitment to ethnic, cultural, and gender diversity. As an administrator I have an abundant level of energy, enthusiasm, and stamina, a participative and collaborative style of leadership and management, and the interpersonal skills and sense of humor to promote a collegial atmosphere to accommodate innovative and progressive change in challenging academic and fiscal

environments. I have a successful record of resolving conflict with the ability to listen carefully and to examine objectively all sides of an issue and to come to a resolution. I am willing to make a difficult decision and to share with others the basis for that decision.

I understand fully the nature, role, and complexities associated with a campus presidency and would welcome the opportunity to work with faculty, staff, students, and board members in support of continued excellence at West Liberty University. I believe I can provide the vision, strategic thinking, commitment, creativity, and leadership necessary to promote the unique identity of West Liberty University and to sustain successful institutional and community relationships.

As a president I still consider myself a student-centered teacher, scholar, and mentor committed to the highest standards of professionalism. Accordingly, I stay connected to students through volunteering to teach an entry level course, frequent meetings with students, selecting student representation on committees, attending student events and activities, and personally leading a group of President's Student Ambassadors. Additionally, I feel that it is important to establish an early relationship with students, and I do so by personally meeting with many prospective students and parents that visit the campus throughout the year.

I am committed to campus diversity, and believe that higher education institutions should be centers of learning that reflect the ever-changing values and diversity of American life. Supporting diversity on campus challenges us to move beyond traditional organizational structures to engage, understand, and respect differences and similarities among people and cultures. In my years as a higher education administrator I am proud of my record of instituting institutional transformation at every level of the campus, including initiatives for recruitment, retention, curricular transformation, and the development of outreach and support services. I am extremely proud of receiving the "Outstanding Service Award for Commitment to Campus Diversity," presented by the Coalition of Black Faculty and Administrators at Old Dominion University.

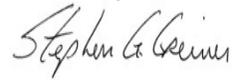
West Liberty University is recognized as an institution that provides a variety of meaningful, challenging, and rewarding academic programs that allow students to flourish as individuals and achieve their dreams. As President I would eagerly seek to continually increase the visibility and strengthen the recognition of West Liberty University as a student-centered, quality education focused university. I intend to work collaboratively with faculty, staff, students, administrators, and board members to reinforce the notion of educating the whole person consistent with the mission, values, and educational outcomes of what defines a West Liberty University experience. I aim to continually work toward the advancement of the institution by maintaining an active presence in the local community and building close working relationships with all constituents. Currently, I am an active member on the board of directors for several civic organizations. I believe in the value of building community and regional relationships that foster institutional visibility and recognition.

West Liberty University is dedicated to excellence, effectiveness, and student success while remaining committed to standards of accreditation through principles of sound educational practice. You provide access to a comprehensive and integrated learning environment of

theory and application based instruction that unites faculty, staff, students, community, and education and business partners. I would welcome the opportunity to adapt my experiences to West Liberty University's institutional principles and values.

Thank you for considering this application. Please let me know if I can be of further assistance in providing additional information in support of my candidacy.

Sincerely,

A handwritten signature in cursive script that reads "Stephen G. Greiner".

Stephen G. Greiner

## STEPHEN G. GREINER

### HOME ADDRESS:

120 Roy Campbell Drive  
Hazard, KY 41701  
(606) 435-1933  
(606) 233-5800 cell  
sgg\_doc@yahoo.com

### EMPLOYMENT ADDRESS:

Hazard Community & Technical College  
One Community College Drive  
Hazard, KY 41701  
(606) 487-3100  
steve.greiner@kctcs.edu

### EDUCATION

Bachelor of Arts in Education, University of Kentucky  
Master of Public Service, Western Kentucky University  
Doctor of Education, Virginia Polytechnic Institute and State  
University (Virginia Tech)

### EMPLOYMENT

**2011-Present Hazard Community and Technical College**  
**Position: President/CEO**

Hazard Community and Technical College is a comprehensive multiple campus public degree granting institution serving approximately 4,000 students in seven counties in eastern Kentucky. Reporting directly to the President are the Provost and Vice President for Academic Services, Vice President for Student Services, Chief Financial Officer, Director of Development, Director of Human Resources, Director of Information Technology and Director of Maintenance and Operations.

### SUMMARY OF ACCOMPLISHMENTS AT HAZARD COMMUNITY & TECHNICAL COLLEGE:

- Generated over \$15 in external funding.
- Received funding for a \$10 million Department of Labor grant to offer five new academic programs in Information Technology, Health Information Technology, and Medical Information Technology.
- Named one of the top 150 Community Colleges in America by the Aspen Institute for three consecutive years.
- Named one of the Best Colleges to Work For by the Chronicle of Higher Education.
- Named one of the Best Places to Work for in Kentucky by the Kentucky Chamber of Commerce.
- Became the first institution of higher education in Kentucky to receive the ACT Career Preparedness Award.

- Established a Next Generation Academy for high school students.
- Became the first college in Kentucky to be a ShaleNet college.
- Received funding to construct a Smart Energy Training Center.
- Partnered with eight Kentucky universities to offer over 40 undergraduate and graduate degrees on the Hazard Campus's University Center of the Mountains.
- Was selected as the first college nationwide to partner with Country Music Television in piloting its campaign on "Empowering Education."
- Established seven additional academic programs.
- Received funding to construct a recording studio for the music program.
- Received a donation of a hotel to be converted for college use.
- Received approval to offer an Associate of Fine Arts degree.
- Received funding to install Tanberg Next Generation Tele-presence equipment for ITV delivery on all campus sites.
- Established a minority mentoring program.
- Developed an online student health monthly magazine.
- Established a President's Student Ambassador Program.
- Received funding to construct a small business training center.
- Serves annually as a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation Committee Chair.
- Successfully completed a SACSCOC Fifth Year Interim Report (accreditation).
- Established an Office of Community Engagement and Volunteer Services utilizing VISTA volunteers as staff.
- Established a college-wide "HCTC Green" initiative.
- Established an online success coach and advising program.
- Developed a campus wide integrated marketing team.
- Received funding and equipment to establish an electrical lineman training program.
- Implemented crisis training on each campus site.

**2005-2010 Brunswick Community College  
Position: President**

Brunswick Community College is a comprehensive public associate degree granting institution in North Carolina. Reporting directly to the President are the Vice President for Academic Services, Vice President for Student Services, Vice President for Budget and Finance, Vice President for Operations, Marketing Director, Director of Development, and Employee Services Director.

**SUMMARY OF ACCOMPLISHMENTS AT BRUNSWICK COMMUNITY COLLEGE:**

- Managed a comprehensive construction project to build five new campus buildings, four building additions, and a campus-wide infrastructure project funded by a county bond referendum.
- Developed new admissions strategies resulting in an enrollment increase of approximately 31%.

- Initiated a Southern Association of Colleges and Schools (SACS) reaccreditation process that ultimately resulted in a successful accreditation visit and report.
- Added new academic programs in accounting, biotechnology, surveying technology, and lateral entry teacher education.
- The College received a Superior rating from the North Carolina Community College System for the first time in College history resulting in a performance measure bonus of \$270, 828. The funds were used to upgrade technology in every classroom and lab.
- Revamped the Development Office and revised fundraising and investment strategies to increase fundraising and establish greater efficiency in operations, resulting in approximately \$5 million in new giving.
- The College received enrollment growth bonuses for the last two years from the North Carolina Community College System Office.
- Enhanced external grant opportunities resulting in approximately \$2 million in additional funding support for academic initiatives.
- Established study abroad opportunities in England and Mexico.
- Increased the number of minority employees from 11% to 20%.
- Increased the number of doctoral prepared faculty by 22%.
- Implemented an early college high school program.
- Established two new athletic programs.
- Updated and revised the salary and pay schedule for employees.
- Initiated the development of a Long Range Plan, Annual Plan of Work, Technology Plan, Business Continuity Plan, Marketing Plan, and an inclusive budgeting process.
- Revamped the Small Business Center.
- Initiated an Institute for Lifelong Learning.

### **2001-2005 President, Virginia Intermont College, Bristol, VA**

Virginia Intermont College is a comprehensive baccalaureate-granting institution serving traditional students in liberal arts and professional programs. The College also serves the educational needs of its regional adult population through its Adult Degree Studies Program. Student enrollment is 1150 and the student-faculty ratio is 12:1. Reporting directly to the President are the Provost, Vice President for Student Development, Vice President for Enrollment, Executive Assistant to the President, Chief Financial Officer, Chief Development Officer, Director of Support Services, and Athletic Director.

### **SUMMARY OF ACCOMPLISHMENTS AT VIRGINIA INTERMONT COLLEGE:**

- Provided leadership in articulating a shared vision for the future of the college; stressing a strong commitment to student-centered learning, encouraging academic program development, setting college priorities; and establishing clear lines of accountability, policies, and procedures.
- Strengthened external communications in order to enhance the visibility of the College by improving relations and establishing partnerships with community, government, and business leaders; public and private education systems, and neighborhood residents.

- Built a strong team of empowered and accountable senior administrators.
- Established innovative entrepreneurial opportunities and new sources of revenue.
- Developed and implemented new student recruitment strategies that resulted in a 40% increase in traditional student enrollment, 16% increase in adult degree student enrollment, 192 % increase in minority enrollment and 113% increase in international student enrollment.
- Developed critical budgeting strategies that resulted in transforming a \$2.5 million deficit to a \$1 million surplus in the first full fiscal year in this position and maintained balanced budgets in subsequent years.
- New academic programs developed: pre-medicine, pre-physical therapy, international business, criminal justice, culinary arts, dietetics, music, communication, public policy/public administration, youth ministry, broadcast media, and the Academic Honors program.
- Increased the annual operating budget from \$11million to \$18 million.
- Increased annual giving from \$1 million to \$2 million.
- Completed the final phase of a \$15 capital campaign.
- Explored the feasibility of launching a new capital campaign to increase the endowment, create new scholarships, and provide new facilities for academic and athletic programs.
- Increased full time faculty by 36% and full time staff by 20%.
- Received legislative approval from the House and Senate of Virginia for full partnership in public higher education centers in Abingdon and Roanoke.
- Established numerous articulation agreements with community colleges in Virginia and Tennessee.
- Developed and implemented a comprehensive campus facilities renovation plan.
- Developed an educational program for local area senior citizens. Current enrollment exceeds 1,500.
- Frequently invited to speak at community organizations and high schools on leadership and higher education.
- Established a student Campus Pride program to enhance the appearance of the campus.
- Increased the number of board members from 27 to 32.
- Acquired additional housing to accommodate increased enrollment.
- Established “Community of Opportunity”, a partnership with the Bristol Redevelopment and Housing Authority to promote self-sufficiency of public housing residents.
- Developed a partnership agreement with a local Catholic church to establish a middle school and ultimately a high school on the campus of Virginia Intermont College.
- Served on eight community boards including chairmanship of the Chamber of Commerce and YMCA boards.

**1995-2001 Vice President for Academic Affairs, University of Evansville, Evansville, IN.**

The University of Evansville is a comprehensive, independent university with an enrollment of 2,500. As Vice President for Academic Affairs I was responsible to the President for providing leadership and direction in the planning, development, evaluation and administration of four colleges: Arts and Sciences, Business Administration, Education and Health Sciences, and

Engineering and Computer Science; and Harlaxton College, England; the University Libraries; Office of Instructional Technology; Center for Continuing Education; Office of the Registrar; Center for Teaching Excellence; Center for Academic Advisement; First Year Experience Program; Summer School; Assessment; Grants; Honors Program; International Studies; World Cultures Program; Undergraduate Research; Study Abroad; and the Internet Applications Laboratory.

Additional responsibilities included: serving as chief administrative officer in the absence of the president; fiscal management of a \$20 million Academic Affairs operating budget; providing leadership and support for academic excellence in the faculty and academic programs; supervising the process for faculty recruitment, employment, and professional development; providing leadership in academic and technology strategic planning; external fund raising; program review; building and maintaining sustained relationships with community partnerships; performance appraisal; student retention; academic facilities planning; academic advising; providing academic leadership in support of admission efforts; compliance with NCA and academic program accreditation, and working with the Office of Development in conjunction with a \$60 million capital campaign.

From 1995-1996 I also served as **Dean of the College of Education and Health Sciences**. The College of Education and Health Sciences consisted of four departments: Education, Human Kinetics and Sports Studies, Nursing and Health Sciences, and Physical Therapy. Undergraduate degree programs are offered in education, nursing, sports medicine, physical education, and athletic training. Graduate degree programs are offered in physical therapy, nursing, health services administration, special education and counseling. During the 1996-1997 academic year I was promoted to Vice President for Academic Affairs. In addition, I served a brief term as **Interim Dean of the College of Arts and Sciences**.

#### **SUMMARY OF ACCOMPLISHMENTS AT THE UNIVERSITY OF EVANSVILLE:**

- Developed and implemented a Center for Teaching Excellence
- Led the development and implementation of an academic strategic plan.
- Led the development and implementation of an instructional technology strategic plan.
- Developed and implemented a long-term technology equipment plan.
- Increased the number of women and minorities hired in Academic Affairs administrative positions from 23% to 40%.
- Developed strategic initiatives, which led to the increase the number of women and minorities in faculty positions from 25% to 40%.
- Established a grants director position and collaborated with grants director to generate over \$5 million in external grants in the last four years.
- Developed and implemented a Bachelor of Science in Sports Medicine.
- Led the development of new academic programs in Internet Technology, Biochemistry, Biblical Studies, Classical Studies, Women's Studies, Interdisciplinary Studies, Japanese Studies, Russian Studies, Athletic Training, and Visual Communication.
- Developed new study abroad partnerships in Scotland, Ireland, Italy, and Malaysia.
- Collaborated with the academic deans and department chairs to increase the annual

- enrollment in study abroad from 25% to 35%.
- Led the development and implementation of an academic advising plan.
- Developed and implemented a peer-advising program.
- Developed and distributed *The Scholar*, an 85-page publication dedicated to the accomplishments of faculty scholars at the University of Evansville.
- Led the revision of the University general education core requirements.

**1994-95    Dean, Darden College of Education, Old Dominion University, Norfolk, VA.**

Old Dominion University is an urban, state-assisted, doctoral-research institution enrolling over 17,000 students, including approximately 5,000 graduate students. The Darden College of Education, the largest teacher preparation program in the state of Virginia, consisted of five departments: Child Study and Special Education, Educational Curriculum and Instruction, Educational Leadership and Counseling, Exercise Science, Physical Education and Recreation, and Occupational and Technical Studies; and four Institutes: Wellness Institute and Research Center, Principals' Center of Hampton Roads, Institute for Learning in Retirement, and the Hampton Roads Institute for the Advanced Study of Teaching. The college had 85 full-time faculty and 2500 students. Additional responsibilities included serving as the executive officer for the College of Education, including fiscal management of a \$6 million operating budget; providing leadership and support for grant development; coordinating and supporting the development and evaluation of instructional, research and service functions of the College; fund raising, public relations; and maintaining sustained relationships with eleven school systems serving a metropolitan area of 1.5 million. Duties specific to the Dean's Office included long-range planning, recruitment and retention of faculty, leadership of associate deans, department chairs, Ph.D. Program Director, Military Career Transition Program, Tidewater Regional Assessment Center, and Office of Teacher Education Services, supervision of summer school and continuing education program directors, supervision of NCATE and related accreditation processes, leadership of the Dean's Executive Advisory Council, liaison with the Alumni Association, Office of Development, Norfolk State University, and the Hampton Roads Institute for the Advanced Study of Teaching, and provide a communication link between other campus administrators and the College.

**1992-1994    Associate Dean, Darden College of Education, Old Dominion University**

Responsibilities included supervision of summer school, off-campus, and continuing education/public service programs, NCATE accreditation report, space and facility utilization, student complaints, graduation certifications, commencement, brochures and newsletters, articulation and advising, enrollment management, faculty recruitment and retention, and assist the dean with public relations and related duties.

**1991-1992 Assistant Dean and Director of Continuing Education, Darden College of Education, Old Dominion University**

Responsibilities included the development and administration of continuing education and public service programs, public relations, supervision of the student teaching office, and student recruitment. Under my direction the annual revenue production of the unit increased from \$60,000 to \$530,000 in the first year.

**SUMMARY OF ACCOMPLISHMENTS AS AN ADMINISTRATOR IN THE DARDEN COLLEGE OF EDUCATION 1991-1995:**

- Generated \$1,332,750 in Grant Funding including projects to:
  - Increase the number of teachers, especially minorities, in Math, Science and Special Education.
  - Increase academic achievement levels of minority at-risk middle school students.
  - Develop an academic model for parents of at-risk students to
    - Participate as learning partners for increasing algebra related skills.
  - Develop an after-school academic program for minority at-risk middle school students in realizing excellence in reading, writing, and mathematics.
  - Establish a multicultural student exchange program.
- Recipient of the 1993 Award "Most Influential Faculty Member," as nominated by the College of Education Honor Graduate.
- Recipient of the "Outstanding Service Award for Commitment to Campus Diversity," presented by the Coalition of Black Faculty and Administrators, May 1995.
- Led the development of a distance learning Masters' Degree in Education for teachers in remote areas of Virginia.
- Secured \$1,000,000 for an Endowed Chair of Speech Pathology and Audiology.
- Served as a consultant for the South African government on transitioning military personal to civilian life.
- Developed study abroad partnerships in Tel Aviv, Israel and Nairobi, Kenya.
- Developed professional workshops to assist elementary teachers in designing strategies for introducing informative writing and reading comprehension skills in the classroom.
- Conducted cultural diversity workshops for university faculty, staff and students.
- Developed the Institute for Learning in Retirement.
- Assisted with the development and co-sponsorship of two national teleconferences on "Racism: Education's Role," and one teleconference on "Sports Nutrition."
- Developed a substitute teaching partnership with Norfolk Public Schools for outstanding undergraduate teacher education students.
- Increased significantly the revenue generated by the academic and non-credit programs in continuing education.
- Led the development of community-based reading programs for illiterate parents of pre-school children.
- Made over 100 high school recruiting visits.

- Led the development of College of Education degree programs housed on Navy bases and ships at sea.
- As Dean, I spent one day a month in elementary and middle school classrooms.

**1980-1991 Associate Professor, Old Dominion University**

Responsibilities included teaching and advising undergraduate and graduate students. In addition I served as assistant department chair and undergraduate program coordinator for the Department of Exercise Science, Physical Education and Leisure Studies. I also developed several tourist interest surveys for the Virginia Beach Department of Tourism and served as a visiting professor at Virginia Wesleyan College and Tidewater Community College.

**1978-1980 Assistant Professor, University of South Alabama, Mobile, Alabama.**

Responsibilities included teaching undergraduate and graduate students and coordinator of the Leisure Studies undergraduate and graduate programs. In addition, I served on a design and planning team for a \$20 million Heritage Conservation and Recreation Services Grant.

**1974-1978 Assistant Professor, Radford University, Radford, Virginia**

Responsibilities included teaching and advising undergraduate students. I also served as head coach for the women's tennis team. In addition, I developed an outdoor education program for the local school system and received a \$13,000 Title 1 grant to develop a leisure education program for senior adults in southwestern Virginia.

**1971-1974 Superintendent of Parks, City of Rockville, Maryland and Community School Director, Montgomery County Public Schools/City of Rockville, Maryland.**

Served as chief administrative officer for the city parks department. Responsibilities included supervision of professional and union maintenance personnel. In addition, I served one year as a community school director before being promoted to superintendent. Responsibilities included the development and management of comprehensive community education, adult education, and human service programs based in local public schools. I was also able to secure \$1,032,000 in federal and state grants for community programs.

**1968-1970 Youth/Physical Director, Tri-City YMCA, Florence, Kentucky.**

Responsibilities included the management of all youth and adult sports, aquatics, and summer camp programs, management of an industrial sports league for 14 corporations, and training of all program staff and volunteers.

**SCHOLARLY ACTIVITY**

Greiner, S., Graban, J., "International Baccalaureate Diploma Development", Alcoa, \$12,000. A planning-grant to establish the International Baccalaureate Diploma Program at the Signature Learning Center in Evansville, Indiana. (1999)

Greiner, S., Graban, J., "Strengthening Learning Through Excellence in Teaching", Lilly Endowment, Inc., \$200,000. A project to establish a Center for Teaching Excellence. (1998)

Greiner, S., Rodd, D., Enzler, D., and Graban, J., "Fit Families", Community Health Foundation, \$50,000. An educational awareness project to increase the health and wellness of families in Evansville, Indiana. (1998)

Angotti, V., Graban, J. and Greiner, S., "Experiential & Collaborative Environment for Learning", Lilly Endowment, Inc., \$4,100,000. A three-fold project to increase the number of Indiana college-goers, improve success rates of those that are working toward baccalaureate degrees, and heighten the proportion of individuals placed in appropriate jobs in Indiana. (1997)

Greiner, S., "North Shore Foundation Pathways to Teaching Program". North Shore Foundation, \$50,000. An academic training project designed to increase the number of minority teachers. (1995)

Greiner, S., "Project Five". Site director of a collaborative multicultural student exchange project with Old Dominion University, Howard University, Norfolk State University, Hampton University, and University of New Hampshire. \$800. (1994)

Greiner, S., Livingston, D., "Pathways to Teaching". DeWitt Wallace-Reader's Digest Fund. \$1,224,000. A professional training project designed to increase the number of certified teachers, especially minorities, in math, science and special education. (1993)

Greiner, S., "Algebra Partners". Commonwealth of Virginia Council on Higher Education in Virginia. \$9,750. A project focusing on increasing algebra skills through parent/student partnerships. (1993)

Greiner, S., "ASPIRE". After School Program in Realizing Excellence. Commonwealth of Virginia Council on Higher Education. \$9,700. A project designed to improve reading and writing proficiency for underachieving middle school students. (1993)

Greiner, S., "Algebra for US--Partners in Learning." Commonwealth of Virginia Council on Higher Education. \$7,500. A project designed to increase academic achievement of at-risk students and their parents. (1992)

Greiner, S., DeWitt Wallace-Readers Digest Pathways to Teaching Fund. \$15,000. (Planning Grant). (1992)

Greiner, S. and Tucker, C., "Making the Transition from High School to College." Commonwealth of Virginia Council on Higher Education \$15,000. A summer enrichment program in math, science, and engineering for minority high school students. (1992)

## **PRESENTATIONS (abbreviated list)**

### **Diversity**

"African American Males and Higher Education," Commission on the Status of African American Males," Evansville, Indiana, March 16, 1999.

"A Dialogue on Multiculturalism and Diversity in the Elementary and Middle School Classroom," Pathways to Teaching Conference, Norfolk, Virginia, April 15, 1993.

"Valuing Diversity," Old Dominion University Faculty Training Seminar, Norfolk, Virginia, November 13, 1992, February 21& 22, 1991.

"Multicultural Education in the United States," Hiroshima Japan Teachers, Norfolk, Virginia, August 25, 1992.

### **Educational Leadership**

"21st Century Leadership Development," Principals' Center of Hampton Roads, Norfolk, Virginia, December 8, 1994.

"Pathways to Teaching," Radio Interview, WHRO, Norfolk, Virginia, September 8, 1993.

"Education in America: Yesterday, Today and Tomorrow," Virginia Leadership Seminar, Hugh O'Brian Youth Foundation, Norfolk, Virginia, May 22, 1993.

### **Leadership and Humor**

"Humor in the Workplace," Virginia Association of Insurance Women, Newport News, Virginia, September 19, 1992.

"Effective Humor in the Workplace," Commonwealth of Virginia Juvenile and Domestic Relations District Court, Norfolk, Virginia, April 24, 1993.

"Humor in the Workplace," National Defense University Armed Forces Staff College, Norfolk, Virginia, April 8, 1992.

"Humor in the Workplace," U.S. General Accounting Office, Virginia Beach, Virginia, September 16, 1991.

### **Miscellaneous Topics**

"Inspiration from the Old World," Alpha Sigma Lambda (adult student honorary) Induction Ceremony, Evansville, Indiana, May 7, 1997.

"Books Between Bytes," Wednesday Morning Literature Series, Evansville, Indiana, April 12, 1996.

"Where Do We Go From Here," Closing remarks at the Campus Assault Conference, Richmond, Virginia, April 21, 1992.

"Life After Work," 1992 National Callerlab Convention, Virginia Beach, Virginia, April 14, 1992.

### **COMMUNITY SERVICE (current)**

Board of Directors, Housing Development Alliance  
Board of Directors, Appalachian Artisan Center  
Board of Directors, Hazard/Perry County Economic Development Council  
Board of Directors, Performing Arts Council

### **ACCREDITATION SERVICE**

North Florida Community College (SACSCOC, Chair)  
Sampson Community College (SACSCOC, Chair)  
Georgia Southeastern College (SACSCOC, Chair)  
South Louisiana Community College (SACSCOC, Chair)  
Volunteer State College (SACSCOC, member)  
University of Northern Colorado (AALR/NRPA, chair)  
Southeast Missouri State University (AALR/NRPA, Chair)  
James Madison University (NCATE and DOE, state member)  
SUNY Brockport (AALR/NRPA, chair)  
SUNY Cortland (AALR/NRPA, chair)  
Gallaudet University (AALR/NRPA, chair)  
West Virginia State College (AALR/NRPA, member)  
University of Kentucky (AALR/NRPA, member)

## REFERENCES:

Dr. Jennifer Graban  
Associate Vice President for Academic Affairs  
University of Evansville  
Evansville, Indiana  
[jg54@evansville.edu](mailto:jg54@evansville.edu)  
812-488-2509 office

Craig Wesley  
Interim Director of Admissions  
Bothell Campus  
University of Washington  
Bothell, Washington  
[craigwesley@gmail.com](mailto:craigwesley@gmail.com)  
206-604-2384

Dr. Lynn Penland  
Vice President for Academic Affairs, Retired  
University of Evansville  
Evansville, Indiana  
[penland@wowway.com](mailto:penland@wowway.com)  
812-483-4828

Dr. Joe Wilson  
Associate Professor  
University of Northern Iowa  
Cedar Falls, Iowa  
[joe.wilson@uni.edu](mailto:joe.wilson@uni.edu)  
319-273-2313 office  
319-266-3613 home

Mike Capaccio  
Vice President for Athletic Development  
The Citadel  
Charleston, South Carolina  
[mcapaccio@citadel.edu](mailto:mcapaccio@citadel.edu)  
843-953-5389 office