

UWF



Board of Trustees

Presidential search documentation

Submitted to Division of Colleges and Universities Chancellor Carl Blackwell
and the Florida Board of Education

May 24, 2002

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The presidential search

The University of West Florida Board of Trustees selected Dr. John C. Cavanaugh as the next president of the University of West Florida by a unanimous vote on May 24, 2002. Cavanaugh, vice chancellor for Academic Affairs at the University of North Carolina at Wilmington, is expected to assume his duties on or about July 15, 2002.

He was selected from a presidential search process that began in October. It included a 38-member Search Advisory Committee, which was comprised of 22 university representatives and 16 community representatives. That committee developed advertising and marketing strategy, which included placement of advertisements in the Chronicle of Higher Education (3-by-7 ad on January 11 and February 1), Hispanic Outlook in Higher Education (half page on January 7) and Black Issues in Higher Education (half page on January 3). The search also included a five-member Search Advisory Committee, comprised of five trustees.

The Search Advisory Committee worked with Korn/Ferry International. Using the criteria developed by the Trustee Search Committee and the Search Advisory Committee, Korn/Ferry International screened applicants and nominees, contacted potential candidates and contacted professional academic organizations, including their minority affairs offices. The firm presented six candidates to the Search Advisory Committee. One candidate withdrew, and the Search Advisory Committee interviewed each of the remaining five candidates on the UWF main campus. Three candidates were advanced to the Trustee Search Committee. One of those finalists withdrew. The Trustee Search Committee brought each of the two finalists to the UWF campuses for two days of interviews, during which the candidates met all university and community constituencies. Evaluation forms were solicited from participants. Telephone and in-person background checks were conducted.

On May 24, 2002, the Trustee Search Committee unanimously nominated Dr. John Cavanaugh to the full Board of Trustees, which unanimously accepted the nomination. Dr. Cavanaugh accepted the appointment.

JOHN C. CAVANAUGH

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EDUCATION

Postdoctoral Fellow, Center for Research in Human Learning and The Institute of Child Development, University of Minnesota (1978-1980)
Ph.D. (Psychology), University of Notre Dame (1978)
M.A. (Psychology), University of Notre Dame (1977)
B.A. with High Honors (Psychology), University of Delaware (1975)
St. Joseph's College, Philadelphia (1972-1973)

FACULTY POSITIONS

Professor, Department of Psychology, University of North Carolina at Wilmington (1999-present)
Professor, Joint Appointment, Department of Psychology, University of Delaware (1996-1999)
Professor, Department of Individual and Family Studies, University of Delaware (1992-1999)
Professor, Department of Psychology, Bowling Green State University (1988-1992)
Adjunct Professor of Psychology, Medical College of Ohio at Toledo (1988-1992)
Visiting Professor, School of Psychology, Georgia Institute of Technology (1988-1989)
Associate Professor, Department of Psychology, Bowling Green State University (1984-1988)
Joint Appointment, Gerontology Program, Bowling Green State University (1981-1992)
Assistant Professor, Department of Psychology, Bowling Green State University (1980-1984)
Adjunct Instructor, Department of Psychology, Indiana University at South Bend (1978)

ADMINISTRATIVE POSITIONS

Provost and Vice Chancellor for Academic Affairs, University of North Carolina at Wilmington (1999-present).
Responsibilities include: Lead all academic aspects of comprehensive university with 10,000 students, four line colleges/schools, and graduate school; provide strategic vision for academic program; lead academic budget and staffing planning; lead efforts to infuse technology where appropriate across academic affairs; lead and coordinate efforts across University divisions (Student Affairs, Advancement, Information Technology, Public Service and Extended Education;

Business Affairs); supervise academic programming and planning for construction and renovation projects; supervise all deans, head of library, three Associate Vice Chancellors/Provosts (for Academic Affairs, Budget and Planning, and Outreach), Assistant Vice Chancellor for Admissions, Assistant Vice Chancellor for International Programs, two Faculty Associates, and Directors of the Center for Marine Sciences, University Honors Program, Financial Aid and Veterans Services, Registrar, Campus Diversity, General College, Science and Mathematics Education Center, Center for Teaching Excellence, Technology College, Kenan Auditorium, and University Collections.

Accomplishments include:

- Decentralized budget and decision-making process, empowering deans, chairs, and directors; initiated 3-year budget planning process
- Developed and implemented strategic plan for e-learning priorities in academic affairs
- With Vice Chancellor for Information Systems, created model for the blended mode university combining the best of traditional and virtual education and services
- Initiated and led academic marketing plan for the University based on integrative curricular themes
- Initiated and led creation of the first entrepreneurial strategic public-private partnerships in Academic Affairs
- Initiated development of learning communities and service learning
- Developed and implemented faculty and administrative mentoring programs
- Initiated and developed the first Women's Resource Center at UNCW
- Consolidated all for-credit distributed education programs in Academic Affairs
- Initiated benchmarking process for academic costs and productivity for UNCW using the Delaware Study national and UNC system data

Vice Provost for Academic Programs and Planning, University of Delaware (1997-1999).

Position merged my previous position of Associate Provost for Graduate Studies (see below) with position of Vice Provost for Academic Affairs.

Responsibilities included: Lead and implement undergraduate institutional initiatives, and lead and manage all graduate programs (the latter includes all responsibilities listed below under Associate Provost for Graduate Studies); lead academic program and budget planning; manage and oversee all academic program reviews and accreditation; manage promotion and tenure reviews in the Office of the Provost; lead and implement teaching and technology initiatives; manage agendas for the four academic-related committees of the Board of Trustees; supervise Center for Teaching Effectiveness, University Honors Program, and Office for Undergraduate Research; manage institutional issues in general education reform; chair Assistant/Associate Deans Council; serve as administrative representative to the Faculty Senate Undergraduate Studies Committee, Graduate Studies Committees, and Coordinating Council; liaison to Faculty Senate Committee on Promotions and Tenure; chair the Teaching, Learning, and Technology Roundtable (TLTR); oversee the undergraduate and graduate catalogs; fund raising; supervise staff of 8.

Major accomplishments included:

- Restructured University Honors Program; result was a refocused mission definition of an "honors experience," and greater buy-in from departments and faculty

- Restructured Undergraduate Research Program to broaden the scope of the program and increase research and creative opportunities for students across the University; obtained \$96,000 State recurring special allocation to foster program development
- Managed University effort at Provost's level for partnership with State of Delaware and the corporate sector to enhance and expand integration of information technology skills into the business undergraduate curriculum (resulted in a \$3.1 million [\$2.2 million recurring] special allocation from the State)
- Led broad-based effort for teaching reform; resulted in grant from the Pew Charitable Trusts to enhance and expand problem-based learning approaches to teaching in the social sciences and humanities, in a program to enhance appropriate use of technology in the classroom, in restructured support systems for teaching, and in a Theodore Hesburgh Award Certificate of Excellence for Faculty Development to Enhance Undergraduate Teaching (1999) for the University of Delaware

Associate Provost for Graduate Studies, University of Delaware (1995-1997; Interim 1995-96)

Responsibilities included: Lead 78 master's and 40 doctoral programs enrolling approximately 3,300 students; lead graduate student recruitment and admissions; create and enforce policies pertaining to graduate education; manage budgets pertaining to office operations, graduate student fellowships, professional development, and recruiting; advocate for graduate education at the University; create and implement graduate level academic initiatives with deans; supervise office staff of 7.

Major accomplishments included:

- Redesigned admissions processing to utilize appropriate technology to create electronic files, reducing the time to process an application from 2 weeks to no more than 48 hours; department workloads reduced through less need to hire temporary admissions help; this process received campus (President's Innovation Award, 1996) and national awards (Exemplary Model of Administrative Leadership (1996) from the American Association of University Administrators)
- Redesigned recruitment strategies for underrepresented students; these enrollments increased in targeted departments by 10%
- Restructured funding for graduate students; instituted first policy for graduate tuition waivers to accompany all teaching/research assistantships and fellowships, funded through grant overhead on graduate stipends
- Created first Graduate Advisory Council with the cooperation of the Faculty Senate
- Created and chair the University's Teaching, Learning, and Technology Roundtable

Interim Associate Provost for Admissions and Financial Aid, University of Delaware (1996-1997)

Responsibilities included: Lead undergraduate recruitment, applications, admissions processing, and scholarship and financial aid awards. Formulate and implement enrollment strategies, set recruitment targets, promote student-

centered recruitment programs, and supervise numerous information sessions and events. Manage staff in the following divisions: undergraduate recruitment, minority recruitment, high ability students and merit scholarships, enrollment services, admissions processing and support, volunteer admission support team, scholarships and student financial aid, and office staff.

Major accomplishments included:

- Led transition to enrollment management model within academic affairs, which now includes admissions, financial aid, academic services, and registrar
- Initiated revision and upgrading of scholarship packaging to very high ability students; resulted in 30% increase in the number of such students enrolling
- Revised admissions decision-making process to focus on quality criteria; resulted in a 10-point gain in SAT scores for total pool of admitted students (approx. 11,000), the highest one-year gain to that point in history
- Conducted thorough review of workflow and application processing; designed and implemented revised processing system
- Designed and implemented enhanced data sharing with deans and college offices concerning enrollment targets and admissions information

Chairperson, Department of Individual and Family Studies, University of Delaware (1992-1994)

Responsibilities included: Administer multidisciplinary department with 19 FTE faculty (representing backgrounds in Sociology, Psychology, Education, History, Anthropology, and Human Development), 6 professional staff, 8 salaried staff, a Laboratory Preschool, Adult Day Care Center, and an affiliated research center (University Affiliated Program for Families and Developmental Disabilities). The Department offers 3 undergraduate majors (Early Childhood Development and Education, Family and Community Services, and Human Development and Family Processes), as well as the M.S. and Ph.D. degrees.

Major accomplishments included:

- Restructured department organization and governance to increase faculty participation; instituted annual goal-setting and linked planning with budgeting; result was a significant increase in faculty morale and participation in departmental affairs
- Designed and implemented a faculty mentoring program
- Designed and implemented faculty incentive program for grant proposal submissions; resulted in a 33% increase in extramural funds within one year
- Procured external funds to create a state-of-the-art teaching-technology center within the department linked with the Laboratory Preschool

Director, Institute for Psychological Research and Application, Department of Psychology, Bowling Green State University (1989-1992). Responsibilities and accomplishments included: Developed and negotiated research contracts with organizations, business, and industry; coordinated all research outreach to external organizations; fostered and coordinated interdisciplinary research; initiated and coordinated practica and internship programs; fostered and coordinated grant writing; liaison to grants office; developed and administered

research budget and equipment purchases for the department; allocated research lab space; supervised all IPRA personnel; coordinated public relations for the department; assisted with operations of the department.

Director for Behavioral Research, Northwest Ohio Dementia and Memory Center, Medical College of Ohio at Toledo (1987-1992). Responsibilities and accomplishments included: Coordinated all psychosocial, medical-behavioral, and nursing research; supervised all non-medical personnel; developed and administered research budget; coordinated report and grant writing; developed and implemented Center policy with Clinical Director; liaison to Governor's Task Force.

Special Assistant to the Dean, College of Health and Human Services, Bowling Green State University (1987-1988). Responsibilities and accomplishments included: Developed and implemented an Interdisciplinary Graduate Certificate Program in Gerontology; developed subcontract relationship with the Western Reserve Geriatric Education Center at Case Western Reserve Medical School; fostered development of interdisciplinary research in gerontology; designed and completed a long-range planning study for the Gerontology Program.

Vice-Chair, Department of Psychology, Bowling Green State University (1986-1987). Responsibilities and accomplishments included: Developed and administered research budget for the department; allocated and oversaw research equipment requests/purchases and lab space; chaired Research Funding Committee; promoted grant writing.

Head, Developmental Psychology Program, Bowling Green State University (1982-1987).

PROFESSIONAL DEVELOPMENT

American Council on Education (ACE) Fellow, University of Delaware (1994-1995). (Mentors: President David P. Roselle, Provost Melvyn D. Schiavelli, and Executive Vice President David E. Hollowell). Responsibilities included: Participate in senior staff meetings and administrative committees (including Budget Council); perform administrative duties as assigned; observe and learn decision-making and restructuring strategies.

Accomplishments included:

- Established links to State Department of Services to Children, Youth, and Their Families, subsequently resulting in statewide conference and inclusion of \$275,000 line item state funding of the Center for Community Development and Family Policy
- Created University-wide group to address issues relating to underage alcohol consumption, subsequently resulting in \$800,000 grant from the Robert Wood Johnson Foundation
- Co-convened faculty groups to examine writing across the curriculum, and models of instruction in science laboratory courses
- Created Events Council to coordinate planning, scheduling, and ticket sales to campus events

PROFESSIONAL AFFILIATIONS

American Psychological Association (Fellow: Division 20 [Adult Development and Aging] and Division 2 [Teaching of Psychology])

American Psychological Society (Charter Fellow)
Gerontological Society of America (Fellow)
American Association for Higher Education

HONORS AND AWARDS

Finalist (1984) and Semifinalist (1987) for the Master Teacher Award, Bowling Green State University
Excellence in Teaching (1988), College of Arts and Sciences, Bowling Green State University
President's Innovation Award: Graduate Admissions Processing on the World Wide Web (1996)
Exemplary Model of Administrative Leadership Award (American Association of University Administrators) (1996)
Outstanding Graduate Faculty Member, College of Human Resources (1996)
Fulbright-Hays Seminars Abroad Program Special Seminar to Brazil (2001)

PROFESSIONAL AND SERVICE ACTIVITIES

EDITORIAL

Editorial Board, *Journal of Adult Development* (1992-present)
Advisory Editor, *Contemporary Psychology* (1992-1998)
Consulting Editor, *Psychology and Aging* (1993-1997)
Editorial Board, *Journals of Gerontology: Psychological Sciences* (1991-1996)
Editorial Board, *Child Development* (1983-1986)
Consulting Editor, *Developmental Psychology* (1982-1986)

Current Guest Reviewer for several professional journals.

PROFESSIONAL ASSOCIATIONS

American Psychological Association

Council of Representatives (1999-2000; representing Division 20)
Committee on Aging (Division 20 liaison; 2000-present)
Board of Educational Affairs (Division 20 Liaison, 1993-1998)
Roundtable on Teaching and Learning (Education Directorate, 1996-1998)
Invited delegate to the National Conference on Postdoctoral Education and Training in Psychology (1994)
Invited delegate to National Conference on Graduate Education in the Application of Developmental Sciences Across the Lifespan (1991)

Division 20 (Adult Development and Aging) of the American Psychological Association

President (1996-97)
Treasurer (1992-1994)
Education Committee (Chair, 1991-1993; Member, 1983-1985)
Program Committee (Chair, 1990-1991; Member, 1987-1988, 1993-1994)
Network Committee (Chair, 1985-1989; Member, 1983-1985)
Elections Committee (Member, 1987-1988)
Coordinator of Student Awards for Research (1994)

Gerontological Society of America

Public Policy Committee (1993-1995)
Pollack Award Selection Committee (1994)
Research, Education and Practice Committee (1998-present)

Behavioral and Social Sciences Section

Executive Board (Member-at-Large, 1997-present)
Task Force on Research Advocacy (1992-1995; Chair 1993-1995)

American Psychological Society

Co-Chair for the Aging component of the Human Capital Initiative (1993), and coauthor of the final report *Vitality for Life: Psychological Research for Productive Aging*
Invited delegate to the Summit of Psychological Sciences Societies (1998)

American Council on Education (Council of Fellows)

Policies and Priorities Committee (1996-1999)

Northeast Association of Graduate Schools

Executive Committee (1998-1999)

COLLEGE AND UNIVERSITY BOARDS OF TRUSTEES

Marygrove College (Detroit) (Trustee 2000-present; Chair, Long Range Planning Committee [2001-present])

NATIONAL ADVISORY BOARDS

Walt Disney College and International Program Advisory Board (2001-present)

STATE COMMISSIONS AND COUNCILS

Governor's (DE) Information Technology Initiative (Educational Initiatives Committee, 1998-1999)
Delaware Commission on National and Community Service (Chair, 1995-1996; Member, 1994-1996)
Interim Planning Commission, AmeriCorps Delaware (1994)
Ohio Council of the Alzheimer's Association (Founding Trustee, 1990-1992)

COMMUNITY SERVICE (Selected)

Catholic Campus Ministry Advisory Council (Diocese of Raleigh) (2002-present)
Board of Directors, Cape Fear United Way (2001-present)
Board of Directors, Arts Council of the Lower Cape Fear (2001-present)
Board of Directors, Wilmington (DE) Senior Center (President, 1995-1997; Chair, *New Era of Caring* Campaign Steering Committee [\$1.2 million], 1996-1999; Vice President 1993-1995; Member, 1992-1999)
Board of Directors, Delaware Chapter of the Alzheimer's Association (1993-1995; Chair, Public Policy Committee, 1994-1995)
Board of Trustees, Northwest Ohio Chapter of the Alzheimer's Association (President 1990-1991; Board Member, 1986-1992; initiated fundraising efforts and created annual fundraising event)
Board of Trustees, Hancock County (OH) Alzheimer's Day Care Center (1990-1992)
Consultant, Wood County (OH) Department of Human Services (1984-1992)
Consultant, Wood County (OH) Mental Health Center (1989-1992)
Consultant, Intergenerational Services, Toledo (1989-1990)
Executive Board, ACCESS Project (Respite Care in Northwest Ohio) (1986-1990)
Consultant, Family Service of Northwest Ohio (1984-1990)
Advisory Board, Heartland of Perrysburg (OH) Alzheimer's Disease Special Care Unit (1987-1990)
Chair, Media Committee, Wood County (OH) Protective Services Levy Campaign (1987-1988)
Task Force on Mental Health Needs of the Elderly, Mental Health Board of Wood County, Ohio (1985-1986)

TEACHING EXPERIENCE

UNDERGRADUATE

Introductory Psychology	Lifespan Development
Adult Development and Aging (Honors)	Identity Issues Across Adulthood
Images of Aging in Stories, Music, and Film (Honors)	

GRADUATE

Developmental Psychology	Memory Development
Psychosocial Development in Adulthood Development	Social and Personality
Psychology of Aging	Current Perspectives in
Gerontology	
Everyday Memory	Mental Health and Aging
Cognition and Aging	Developmental Research
Methods	
Research Issues and Designs	Basic Concepts in
Gerontology	

RESEARCH INTERESTS

Self-Evaluations of Memory Aging

Family Caregiving

EXTRAMURAL GRANTS

Cavanaugh, J. C. (2001). Fulbright-Hays Seminars Abroad Program Special Seminar to Brazil.

Cavanaugh, J. C., & Duch, B. (1998-2001). *Problem-based learning: Models for the college classroom*. The Pew Charitable Trusts. \$617,000 Direct Costs.

Lund, D. B., & Cavanaugh, J. C. (1998-2000). *Mid-Atlantic consortium on leadership development for transformational change*. Kellogg Foundation. \$74,400 Direct Costs.

Melson, V., & Cavanaugh, J. C. (1996-97). *First State mentor corps: Connecting Delaware's students and citizens*. Corporation for National Service. \$239,000 Direct Costs.

Cavanaugh, J. C. (1994). *Program enhancement for early childhood development and education*. Unidel Foundation. \$100,000.

Nelson, P. T., & Cavanaugh, J. C. (1993-1994). *Parent education evaluation: Scope and directions*. Governor's Family Services Cabinet Council (State of Delaware). \$20,000 Direct Costs.

Cavanaugh, J. C., Dunn, N. J., & Kinney, J. M. (1991). *Why are there differences in caregiver stress? The role of marital quality and caregiver-provided cognitive strategies*. AARP Andrus Foundation. \$74,000.

Cavanaugh, J. C., & Kinney, J. M. (1990-1993). *Caregiver burden over time: A stress and coping approach*. National Institute on Aging, \$325,000 Direct Costs.

Willis, C., & Cavanaugh, J. C. (1988-1992). *Allied health and gerontology education*. Subcontract to Western Reserve Geriatric Education Center, Case Western Reserve University. Bureau of Health Professions, \$250,000 Direct Costs.

Cavanaugh, J. C., & Rastatter, M. (Co-Investigators) (1988-1989). *Longitudinal study of intellectual and linguistic abilities in dementia patients and normal elderly*. Ohio Board of Regents, \$7,800 Direct Costs.

Cavanaugh, J. C. (1987-1992). *Graduate training in clinical gerontology*. Ohio Department on Aging, \$63,000 Direct Costs.

White, P., McGreevey, J. F., Jr., & Cavanaugh, J. C. (1987-1992). *Development and implementation of the Northwest Ohio Dementia and Memory Center*. Ohio Department on Aging, \$650,000 Direct Costs.

Cavanaugh, J. C. (1987-1988). *Evaluation of a special care unit for Alzheimer's disease patients*. Health Care and Retirement, Inc., \$8,500 Direct Costs.

Czarnecki, J. C., Cavanaugh, J. C., & Algase, D. (1986-1992). *Project ACCESS: A respite and case management program for caregivers of Alzheimer's disease victims*. Ohio Department on Aging, \$450,000.

Cavanaugh, J. C., & Kamouri, A. (Co-Investigators). (1984-1985). *Evaluation of a preretirement program*. Autolite Corporation, \$500 Direct Costs.

Borkowski, J. G., & Cavanaugh, J. C. (Co-Investigators) (1977-1978). *Development of the metamemory-memory relationship*. National Institute of Mental Health, \$5,000 Direct Costs.

PROFESSIONAL PUBLICATIONS

BOOKS

Kail, R. V., & Cavanaugh, J. C. (in preparation). *Human development: A lifespan view* (3rd ed.). Belmont, CA: Wadsworth.

Whitbourne, S. K., & Cavanaugh, J. C. (in press). *The aging dimension in undergraduate psychology courses: A practical guide for teaching*. Washington, DC: American Psychological Association.

Cavanaugh, J. C., & Blanchard-Fields, F. (2002). *Adult development and aging* (4th ed.). Belmont, CA: Wadsworth.

Kail, R. V., & Cavanaugh, J. C. (2000). *Human development: A lifespan view* (2nd ed.). Belmont, CA: Wadsworth.

Cavanaugh, J. C., & Whitbourne, S. K. (Eds.). (1999). *Gerontology: An interdisciplinary perspective*. New York: Oxford University Press.

Cavanaugh, J. C. (1997). *Adult development and aging* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Kail, R. V., & Cavanaugh, J. C. (1996). *Human development*. Pacific Grove, CA: Brooks/Cole.

Cavanaugh, J. C. (1993). *Adult development and aging* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Sinnott, J. D., & Cavanaugh, J. C. (Eds.). (1991). *Bridging paradigms: Positive development in adulthood and cognitive aging*. New York: Praeger.

Cavanaugh, J. C. (1990). *Adult development and aging*. Belmont, CA: Wadsworth.

ARTICLES AND CHAPTERS

Cavanaugh, J. C., & Whitbourne, S. K. (in press). Incorporating aging into psychology courses: Overview of the issues. In S. K. Whitbourne & J. C. Cavanaugh (Eds.). *The aging dimension in undergraduate psychology courses: A practical guide for teaching*. Washington, DC: American Psychological Association.

Cavanaugh, J. C., & Whitbourne, S. K. (in press). Research methods in adult development. In J. Demick & C. Andreoletti (Eds.), *Handbook of adult development*. New York: Kluwer Academic/Plenum.

Cavanaugh, J. C. (2001). Living near the edge: Improving the quality of strategic decision-making regarding academic programs and information technology. In S. M. Janosik, D. G. Creamer, & M. D. Alexander. *International Perspectives on Quality in Higher Education. EPI Monograph Series on Higher Education, No. 2* (pp. 56-64). Blacksburg, VA: Virginia Tech.

Kurz, J. M., & Cavanaugh, J. C. (2001). Stress, coping and adaptation of well spouses of lung transplant candidates. *Families, Systems & Health, 19*, 181-197.

Cavanaugh, J. C. (2001). Make it so: Administrative support for problem-based learning. In B. J. S. Duch, D. E. Allen, & S. E. Groh (Eds.), *Problem-based learning* (pp. 27-36). Sterling, VA: Stylus Publishing.

Cavanaugh, J. C. (2001). Learning and doing: The importance of service-learning in gerontology. *Educational Gerontology, 27*, 117-124.

Cavanaugh, J. C. (2000). Metamemory from a social-cognitive perspective. In D. C. Park & N. Schwarz (Eds.), *Cognitive aging: A primer* (pp. 115-130). Philadelphia: Psychology Press.

Cavanaugh, J. C. (1999). Teaching effective undergraduate gerontology courses: Making informed choices. *Gerontology and Geriatrics Education, 19*, 93-100.

Cavanaugh, J. C. (1999). Theories of aging in the biological, behavioral, and social sciences. In Cavanaugh, J. C. & Whitbourne, S. K. (Eds.), *Gerontology: An interdisciplinary perspective* (pp. 1-32). New York: Oxford University Press.

- Cavanaugh, J. C., & Whitbourne, S. K. (1999). Research methodology in gerontology. In Cavanaugh, J. C. & Whitbourne, S. K. (Eds.), *Gerontology: An interdisciplinary perspective* (pp. 33-64). New York: Oxford University Press.
- Cavanaugh, J. C. (1999). Integrating the humanities into a liberal arts course on adult development and aging. *Teaching of Psychology, 26*, 51-52.
- Cannon, C., & Cavanaugh, J. C. (1998). Chronic illness in the context of marriage: A systems perspective of stress and coping in Chronic Obstructive Pulmonary Disease. *Families, Systems and Health, 16*, 401-418
- Cavanaugh, J. C. (1998). Metamemory as social cognition: Implications for (and from) survey research. In Schwarz, N., Park, D. C., Sudman, S., & Knäuper, B. (Eds.), *Cognition, aging, and self-report* (pp. 145-162). Philadelphia: Psychology Press.
- Cavanaugh, J. C. (1998). Memory and aging. *National Forum: The Phi Kappa Phi Journal, 78(2)*, 34-37.
- Cavanaugh, J. C. (1998). Caregiving to adults: A life event challenge. In I. H. Nordhus, G. R. VandenBos, S. Berg, & P. Fromholt (Eds.), *Clinical geropsychology* (pp. 131-135). Washington, DC: American Psychological Association.
- Cavanaugh, J. C. (1998). Friendships and social networks among the elderly. In I. H. Nordhus, G. R. VandenBos, S. Berg, & P. Fromholt (Eds.), *Clinical geropsychology* (pp. 137-140). Washington, DC: American Psychological Association.
- Cavanaugh, J. C., Feldman, J. M., & Hertzog, C. (1998). Memory beliefs as social cognition: A reconceptualization of what memory questionnaires assess. *Review of General Psychology, 2*, 48-65.
- Cavanaugh, J. C., & Kinney, J. M. (1998). Accuracy of caregivers' recollections of caregiving hassles. *Journal of Gerontology: Psychological Sciences, 53B*, P40-P42.
- Cavanaugh, J. C., Martin, M. J., & Cover, S. A. (1996). Graduate admission processing on the world wide web. *CAUSE/EFFECT, 19 (Winter)*, 52-55.
- Cavanaugh, J. C. (1996). Memory self-efficacy as a moderator of memory change. In F. Blanchard-Fields, & T. M. Hess (Eds.), *Perspectives on cognitive changes in adulthood and aging* (pp. 488-507). New York: McGraw Hill.
- Cavanaugh, J. C., & Baskind, D. (1996). Relations among basic processes, beliefs, and performance: A lifespan perspective. In D. Herrmann, M. Johnson, C. McEvoy, C.

- Hertzog, & P. Hertel (Eds.), *Basic and applied memory research (Vol. 2): Research on practical aspects of memory* (pp. 223-235). Hillsdale, NJ: Erlbaum.
- Myers, E. G., & Cavanaugh, J. C. (1995). Filial anxiety in mothers and daughters: Cross-validation of the Filial Anxiety Scale. *Journal of Adult Development, 2*, 137-145.
- Cavanaugh, J. C. (1995). Ageing. In P. E. Bryant & A. M. Colman (Eds.), *Developmental psychology* (pp. 70-89). London: Longman Group Ltd.
- Cavanaugh, J. C., & McGuire, L. C. (1994). Chaos theory as a framework for understanding adult lifespan learning. In J. D. Sinnott (Ed.), *Interdisciplinary handbook of adult lifespan learning* (pp. 3-21). New York: Greenwood Press.
- Cavanaugh, J. C., & Nocera, R. (1994). Cognitive aspects and interventions in Alzheimer's disease. In J. D. Sinnott (Ed.), *Interdisciplinary handbook of adult lifespan learning* (pp. 389-407). New York: Greenwood Press.
- Cavanaugh, J. C. (1994). Ageing. In A. M. Colman (Ed.), *Companion encyclopedia to psychology*. London: Routledge.
- Cavanaugh, J. C., Kinney, J. M., Dunn, N. J., McGuire, L. C., & Nocera, R. (1994). Caregiver-patient dyads: Documenting the verbal instructions caregivers provide in joint cognitive tasks. *Journal of Adult Development, 1*, 27-36.
- McGuire, L. C., & Cavanaugh, J. C. (1992). Cognitive aspects of aging and disease. In C. S. Kart, E. K. Metress, & S. P. Metress (Eds.), *Biological bases of human aging and disease* (pp. 45-68). Boston: Jones & Bartlett.
- Cavanaugh, J. C., & Hertzog, C. (1992). Uses of diary data in cognitive and developmental research. In R. L. West & J. D. Sinnott (Eds.), *Everyday memory and aging: Current research and methodology* (pp. 22-38). New York: Springer-Verlag.
- Cavanaugh, J. C. (1991). On building bridges, developing positively, and postformal thinking coming of age: Confessions of a non-conformist. In J. D. Sinnott & J. C. Cavanaugh (Eds.), *Bridging paradigms: Positive development in adulthood and cognitive aging* (pp. 1-10). New York: Praeger.
- Cavanaugh, J. C. (1991). On the concept of development: Contextualism, relative time, and the role of dialectics. In P. van Geert & L. Mohs (Eds.), *Annals of theoretical psychology (Vol. 6): Developmental psychology* (pp. 325-333). New York: Plenum.
- Cavanaugh, J. C., & Green, E. E. (1990). I believe, therefore I can: Personal beliefs and memory aging. In E. A. Lovelace (Ed.), *Aging and cognition: Mental processes, self-awareness, and interventions* (pp. 189-230). Amsterdam: North-Holland.
- Miller, S. S., & Cavanaugh, J. C. (1990). The meaning of grandparenthood and its relationship to demographic, relationship, and social participation variables. *Journals of Gerontology: Psychological Sciences, 45*, P244-246.
- Park, D. C., Smith, A. D., & Cavanaugh, J. C. (1990). The memories of memory researchers. *Memory and Cognition, 18*, 321-327.

- Vickio, C. J., Cavanaugh, J. C., & Attig, T. (1990). Perceptions of grief among university students. *Death Studies, 14*, 231-240.
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and strategies by the retarded. In N. R. Ellis (Ed.), *Handbook of mental deficiency: Psychological theory and research* (2nd ed.) (pp. 569-617), Hillsdale, NJ: Erlbaum.

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PROFESSIONAL PRESENTATIONS

(NOTE: Does not include remarks as discussant on symposia or community presentations.)

Cavanaugh, J. C. (2002, January). *Creating the blended mode university: The UNCW story*. National Learning Infrastructure Initiative annual meeting, San Diego.

Cavanaugh, J. C., & Knibb, H. (2002, January). *Alignment in planning*. National Learning Infrastructure Initiative annual meeting, San Diego.

Cavanaugh, J. C., & Whitbourne, S. K. (2001, August). *Standing room only: Making your teaching of adult development come alive*. American Psychological Association, San Francisco.

Cavanaugh, J. C. (2001, August). *Autobiographical memory as a literary tool for understanding psychological issues*. American Psychological Association, San Francisco.

Cavanaugh, J. C. (2001, July). *Living near the edge: Strategic decision-making regarding academic programs and information technology*. Annual International Conference on Quality in Higher Education, Oxford, England.

Cavanaugh, J. C. (2001, July). *Translating workforce needs into a coherent curriculum in gerontology*. North Carolina Summer Symposium on Aging, Wilmington, NC.

Cavanaugh, J. C. (2001, June). *A transdivisional programmatic approach to online course development: Creating the blended mode university*. Eduprise Executive Summit, Washington, DC.

Cavanaugh, J. C. (2001, March). *You really can transform the teaching-learning environment*. National Learning Infrastructure Initiative (NLII) Focus Session "Planning for Transformation," Worcester, MA.

Cavanaugh, J. C. (2001, February). *Mentoring mid-career faculty for academic administration*. Paper presented at the annual American Association for Higher Education Forum on Faculty Roles and Rewards, Tampa, FL.

Cavanaugh, J. C., & Tyndall, R. E. (2001, January). *Creating UNCW's blended mode*

university. Paper presented at the annual meeting of the National Learning Infrastructure Initiative, New Orleans.

Bailer, A. J., Gonzales, R., Kinney, J. M., & Cavanaugh, J. C. (1999, November). *A longitudinal analysis of the perceived hassles associated with caregiving to a spouse with dementia*. Gerontological Society, San Francisco.

Cavanaugh, J. C., Duch, B., & Allen, D. (1999, March). *Getting students to think: problem-based learning as an instructional method*. American Association for Higher Education, Washington, DC.

Cavanaugh, J. C., Campbell, M. C., Campbell, H. P., & Millard, S. (1999, March). *Integrating electronic resources for research, library, and teaching*. American Association for Higher Education, Washington, DC.

Cavanaugh, J. C., Duch, B., & Allen, D. (1999, January). *Getting students to think: problem-based learning as an instructional method*. Workshop at the American Association for Higher Education Forum on Faculty Roles and Rewards, San Diego.

Cavanaugh, J. C. (1998, December). *Update on electronic graduate admissions: University of Delaware*. Council of Graduate Schools, Vancouver, Canada.

Cavanaugh, J. C. (1998, December). *Data and information systems: Using integrated electronic processing effectively and smoothly*. Council of Graduate Schools, Vancouver, Canada.

Kinney, J. M., & Cavanaugh, J. C. (1998, November). *The stability of caregiver hassles over a five month period*. Gerontological Society of America, Philadelphia.

Cavanaugh, J. C. (1998, August). *The Web as a teaching-learning tool*. American Psychological Association, San Francisco.

Cavanaugh, J. C. (1998, April). *SIS+ at the University of Delaware*. Northeastern Association of Graduate Schools, Baltimore.

Kinney, J. M., Burroughs, E. I., & Cavanaugh, J. C. (1997, November). *Explicitness of caregivers' directives to their demented spouses*. Gerontological Society of America, Cincinnati.

Cavanaugh, J. C. (1997, August). *Managing the change within: Coming to grips with personal aging*. Division 20 Presidential Address, American Psychological Association, Chicago.

Cavanaugh, J. C. (1997, August). *Weaving the Web into courses on adult development*. American Psychological Association, Chicago.

Cavanaugh, J. C. (1997, February). *Metamemory as social cognition: Implications for (and from) survey research*. Conference on Cognition, Aging, and Survey Measurement, Ann Arbor, MI.

Cavanaugh, J. C. (1997, January). *The role of national and community service in*

recruitment. American Association for Higher Education Conference on Faculty Roles and Rewards, San Diego, CA.

- Kinney, J. M., Burroughs, E. I., Cavanaugh, J. C., & Dunn, N. J. (1996, November). *The syntactic complexity of caregivers' instructions to their demented spouses*. Gerontological Society of America, Washington, DC.
- Ezop, S., & Cavanaugh, J. C. (1996, August). *Children's memory for a traumatic medical event*. American Psychological Association, Toronto.
- Cavanaugh, J. C., & Kinney, J. M. (1996, July). *Accuracy of spousal caregivers' memory for caregiving hassles*. International Conference on Memory, Abano Terme, Italy.
- Cavanaugh, J. C., & Martin, M. J. (1996, June). *Graduate admissions processing on the World Wide Web*. American Association of University Administrators, Ontario, CA.
- Berry, J. M., West, R. L., & Cavanaugh, J. C. (1996, April). *Construct validity analyses of memory self-efficacy in adulthood*. Cognitive Aging Conference, Atlanta.
- Cavanaugh, J. C. (1996, January). *Images of aging: Using the humanities to teach courses on adult development and aging*. National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Ishler, K. J., Pargament, K. I., Kinney, J. M., & Cavanaugh, J. C. (1995, November). *Religious coping, general coping, and controllability: Testing the hypothesis of fit*. Gerontological Society of America, Los Angeles.
- Cavanaugh, J. C. (1995, August). *Integrating the humanities into courses on adult development and aging*. American Psychological Association, New York.
- Kinney, J. M., Cavanaugh, J. C., & Dunn, N. J. (1995, August). *Tarnished golden years: Marital satisfaction among caregiving spouses*. American Psychological Association, New York.
- Cavanaugh, J. C., & Baskind, D. (1994, August). *Relationships among memory self-evaluation scales*. 3rd International Practical Aspects of Memory Conference, College Park, MD.
- Cavanaugh, J. C. (1994, July). *Intergenerational differences in women's anxiety of anticipated caregiving*. International Sociological Association, Bielefeld, Germany.
- Cavanaugh, J. C., Kinney, J. M. (1994, July). *Marital satisfaction as an important contextual factor in spousal caregiving*. 7th International Conference on Personal Relationships, Groningen, The Netherlands.
- Cavanaugh, J. C., & Kinney, J. M. (1994, April). *How accurate are caregivers' recollections of highly stressful events?* Cognitive Aging Conference, Atlanta.
- Coy, B., Kinney, J. M., Cavanaugh, J. C., & Dunn, N. J. (1992, November). *Marital quality, daily hassles, and depressive symptoms among spousal caregivers of Alzheimer's patients*. Gerontological Society of America, Washington, DC.

- Myers, E., & Cavanaugh, J. C. (1992, November). *Intergenerational differences in anxiety over the anticipated care of elderly parents*. Gerontological Society of America, Washington, DC.
- McGuire, L. C., & Cavanaugh, J. C. (1992, August). *Sources of agreement and disagreement in subjective and objective assessment of cognitive impairment in dementia*. American Psychological Association, Washington, DC.
- Kinney, J. M., McGuire, L. C., & Cavanaugh, J. C. (1992, August). *Caregivers' knowledge about dementia: What they don't know can hurt*. American Psychological Association, Washington, DC.
- Baskind, D. E., & Cavanaugh, J. C. (1992, August). *Relationships among self-efficacy, implicit theories, memory predictions, and performance*. American Psychological Association, Washington, DC.
- McGuire, L. C., & Cavanaugh, J. C. (1992, April). *Objective measures versus spouses' perceptions of cognitive status in dementia patients*. Cognitive Aging Conference, Atlanta.
- Moretta, B. J., Hicks, B., & Cavanaugh, J. C. (1991, November). *The relationship between self-care agency and burden in family caregivers*. Gerontological Society of America, San Francisco.
- Kinney, J. M., Cavanaugh, J. C., & Dunn, N. J. (1991, September). *A biopsychosocial approach to understanding stress in spousal caregivers*. Interdisciplinary Health Care Team Conference, Baltimore.
- Cavanaugh, J. C., Kinney, J. M., Dunn, N. J., McGuire, L. C., Dunlap, L., Isacson, A., Nocera, R., Miller, B. K., & Gelske, H. (1991, August). *Dyadic problem-solving between caregivers and Alzheimer's disease victims*. American Psychological Association, San Francisco.
- Cavanaugh, J. C. (1991, August). *Metacognition, self-efficacy, and implicit theories as determinants of behavior*. American Psychological Association, San Francisco.
- Moretta, B. J., Cavanaugh, J. C., McGreevey, J. F., Zilkoski, M. W., & Hicks, B. H. (1991, May). *The interrelationships among several caregiver variables that influence the caregiving experience*. American Geriatrics Society, Chicago.
- McGreevey, J. F., Moretta, B. J., Hicks, B. H., Zilkoski, M. W., Cavanaugh, J. C., & McSweeney, A. J. (1990, November). *Caregiver and patient variables related to caregiver burden when caring for a demented relative*. Gerontological Society of America, Boston.
- Warren, R. K., & Cavanaugh, J. C. (1990, November). *Caring for Alzheimer's disease patients: A process approach*. Gerontological Society of America, Boston.
- vanEys, P. P., & Cavanaugh, J. C. (1990, August). *Children with diabetic siblings: A family systems perspective*. American Psychological Association, Boston.

- Morton, K. R., & Cavanaugh, J. C. (1990, August). *Long-term effects of early sexual experience on adult development*. American Psychological Association, Boston.
- Moretta, B. J., McGreevey, J. F., & Cavanaugh, J. C. (1990, May). *Psychosocial correlates of patient morale in a community-dwelling demented population*. American Geriatrics Society, Atlanta.
- Cavanaugh, J. C. (1990, January). *Teaching adult development and aging: Getting enquiring minds to want to know*. National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Cavanaugh, J. C., Morton, K. R., Warren, R. K., Scukanec, G. P., Nocera, R., Whalen, M. A., & Lookabill, C. (1989, November). A longitudinal investigation of residents' functioning on an Alzheimer's disease special care unit. Gerontological Society of America, Minneapolis.
- Morton, K. R., Scukanec, G. P., Warren, R. K., Nocera, R., Whalen, M. A., Cavanaugh, J. C., & Lookabill, C. (1989, August). Functioning within an Alzheimer's special care unit: A longitudinal investigation. American Psychological Association, New Orleans.
- Cavanaugh, J. C. (1989, July). On the need to examine assumptions underlying theories of postformal thought. Fourth Biennial Adult Development Symposium, Harvard University, Cambridge, MA.
- Scukanec, G. P., Morton, K. R., Cavanaugh, J. C., Nocera, R., Whalen, M. A., Warren, R. K., & Lookabill, C. (1989, April). Language functioning within an Alzheimer's special care unit. Ohio Network on Educational Consultants in the Field of Aging, Miami University, Oxford, OH.
- Hiltner, J., & Cavanaugh, J. C. (1989, March). Designing and implementing a multidisciplinary gerontology program. Association for Gerontology in Higher Education, Tampa.
- Cavanaugh, J. C. (1988, November). We are what we think we are: A general contextualist model of personal control in everyday life. Gerontological Society of America, San Francisco.
- Cavanaugh, J. C., Dunn, N. J., Mowery, D., Feller, C., Niederehe, G., Frugé, E., & Volpendesta, D. (1988, April). Problem-solving strategies in Alzheimer's patient-caregiver dyads. Cognitive Aging Conference, Atlanta.
- Cavanaugh, J. C. (1987, November). Attributions and memory aging: It's what you think that matters. Gerontological Society of America, Washington, DC
- Cavanaugh, J. C., & Morton, K. R. (1987, August). Older adults' attributions about everyday memory. Paper presented at The Second International Conference on Practical Memory, Swansea, Wales.
- Miller, S. S., & Cavanaugh, J. C. (1987, August). A study of grandparenthood meaning. American Psychological Association, New York.

- Vickio, C. J., & Cavanaugh, J. C. (1986, August). Spatial location memory in schizophrenia. American Psychological Association, Washington, DC
- Cavanaugh, J. C. (1986, August). Research findings from metamemory survey of memory experts and non-experts. Paper presented as part of an invited symposium, American Psychological Association, Washington, DC
- Cavanaugh, J. C., & Zuidema, N. (1985, November). Personality correlates and memory aging. Gerontological Society of America, New Orleans.
- Cavanaugh, J. C., & Poon, L. W. (1985, August). Patterns of individual differences in secondary and tertiary memory. American Psychological Association, Los Angeles.
- Cavanaugh, J. C., & Stafford, H. (1985, June). Getting in the mode: Personal and situational determinants of post-formal thought. Second Biennial Adult Development Symposium, Harvard University, Cambridge, MA.
- Hendershott, L., & Cavanaugh, J. C. (1985, April). Comparison of preschoolers' list and event recall and their relation to parental expectations of memory ability. Society for Research in Child Development, Toronto.
- Browning, M., & Cavanaugh, J. C. (1985, April). Metamemory and cognitive tempo as predictors of strategy transfer. Society for Research in Child Development, Toronto.
- Cavanaugh, J. C. (1985, March). The place of metamemory in cognitive development across adulthood. Invited paper presented at the Talland Conference on Everyday Memory, Cape Cod.
- Walsh, E. K., & Cavanaugh, J. C. (1984, November). Does hospice meet clients' and families needs? Gerontological Society of America, San Antonio.
- Cavanaugh, J. C. (1984, August). Verbal ability and memory for discourse. Presented as part of a Division 1 Invited Symposium, American Psychological Association, Toronto.
- Honig, C. A., & Cavanaugh, J. C. (1984, May). The effects of nonverbal behavior on impression formation and job placement in a simulated employment interview. Midwestern Psychological Association, Chicago.
- Honig, C. A., & Cavanaugh, J. C. (1984, May). Evaluation of retention from an industrial training videotape: A content analysis approach. Midwestern Psychological Association, Chicago.
- Vickio, C. J., & Cavanaugh, J. C. (1983, November). Death anxiety and attitudes toward aging in nursing home employees. Gerontological Society of America, San Francisco.
- Cavanaugh, J. C. (1983, November). Effects of presentation format on adults' retention of television programs. Gerontological Society of America, San Francisco.
- Vercruyssen, S. S., & Cavanaugh, J. C. (1983, August). Relationship between adjustment and control in juvenile diabetics. American Psychological Association, Anaheim. CA.

- Cavanaugh, J. C. (1982, November). Memory in everyday life: Theoretical and empirical needs. Gerontological Society of America, Boston.
- Cavanaugh, J. C. (1982, September). Cognitive-developmental theory and data before Piaget. Invited paper presented at the International Symposium on the History of Developmental Psychology, Jena, East Germany.
- Cavanaugh, J. C. (1982, May). Developmental differences in adults' comprehension of television. Midwestern Psychological Association, Minneapolis.
- Cavanaugh, J. C., Tudor, J., & Rieke, M. (1982, May). Comprehending television comprehension: The role of personality. Midwestern Psychological Association, Minneapolis.
- Cavanaugh, J. C. (1982, April). Adults' comprehension of television: The role of vocabulary ability. Southeastern Conference on Human Development, Baltimore.
- Cavanaugh, J. C. (1982, March). Metamemory-strategy relationships: A new chapter for Bullfinch or our Rosetta Stone? American Educational Research Association, New York.
- Cavanaugh, J. C., & Perlmutter, M. (1980, September). Free and probed recall of television by 20- and 60-year-olds. American Psychological Association, Montreal.
- Cavanaugh, J. C., & Perlmutter, M. (1980, May). Age differences in adults' recall of television program content. Midwestern Psychological Association, St. Louis.
- Cavanaugh, J. C., & Perlmutter, M. (1979, November). A diary study of adult's memory. Gerontological Society of America, Washington, DC
- Perlmutter, M., Sophian, C., Mitchell, D. B., & Cavanaugh, J. C. (1979, November). Cuing preschool children's recall. Psychonomic Society, Phoenix.
- Mitchell, D. B., Hazen, N., Cavanaugh, J. C., & Perlmutter, M. (1979, September). Exhaustive search and picture cues enhance two-year-olds' memory. American Psychological Association, New York.
- Borkowski, J. G., & Cavanaugh, J. C. (1979, July). Metacognition and intelligence theory. NATO International Conference on Intelligence and Learning, York, England.
- Cavanaugh, J. C., & Borkowski, J. G. (1979, March). Development of metamemory-memory connections. Society for Research in Child Development, San Francisco.
- Borkowski, J. G., & Cavanaugh, J. C. (1978, November). In search of metamemory-memory "connections." Psychonomic Society, San Antonio.
- Borkowski, J. G., Kendall, C. R., & Cavanaugh, J. C. (1978, March). Maintenance and generalization of an interrogative strategy by moderately retarded children. Gatlinburg Conference on Mental Retardation, Gatlinburg, TN.
- Cavanaugh, J. C., & Borkowski, J. G. (1977, November). On changing children's metamemory: Effects of strategy transfer and awareness. Psychonomic Society, Washington, DC

Borkowski, J. G., & Cavanaugh, J. C. (1977, March). On the transfer of rehearsal strategies: Translations from the laboratory. Gatlinburg Conference on Mental Retardation, Gatlinburg, TN.

MASTER'S THESES AND DOCTORAL DISSERTATIONS DIRECTED

I have directed 18 master's theses and 20 doctoral dissertations. Titles and names available upon request.

REFERENCES

Available upon request.

Summary of background/reference checks

on

Dr. John Cavanaugh

Activities

- Criminal background checks were conducted by Korn/Ferry International.
- Credit history background checks were conducted by Korn/Ferry International.
- Nexus/Lexus searches were conducted by Korn/Ferry International.
- Telephone reference checks were conducted by Korn/Ferry International.
- Telephone reference checks were conducted by UWF staff.
- An on-site visit to the campus of the University of North Carolina at Wilmington was conducted by UWF administration.

Results

- There were no disqualifying factors discovered in the criminal and credit background checks.
- The reference checks verified Dr. Cavanaugh's strengths, weaknesses and accomplishments exhibited during his two visits to the University of West Florida.
- There were no disqualifying factors discovered during the reference checks.

Statement on how Dr. Cavanaugh meets University of West Florida needs

The Search Advisory Committee and Trustee Search Committee developed the following criteria, which were used as a basis to screen candidates and nominees for the University of West Florida presidential search.

Presidential search criteria

A successful candidate will have demonstrated the ability to lead a large, complex organization toward excellence. The President will need to be a strategic thinker who is able to foster and build upon the existing strengths, achievements, and initiatives at UWF, have a clear vision of where the institution needs to go in the future and make sure the initiatives are consistent with that vision. To that end, the successful candidate will meet the following criteria:

- An earned Ph.D. required but may be waived if career experience is deemed equivalent or superior.
- Extensive senior executive experience, preferably in academic governance, demonstrating outstanding leadership qualities, professional accomplishments and ability to work within complex systems.
- A record of unquestionable personal integrity and character.
- Outstanding interpersonal/communication skills necessary to successfully attract talent, build strong external community relationships and raise funds from private sources, government and industry.
- A passion for students and the higher education mission, and a demonstrated commitment to address the needs of students, faculty, staff and alumni.
- Accomplishments that reflect a commitment to diversity in the sense of bringing different cultures, ethnicities and values to the University of West Florida.

Dr. John Cavanaugh's experience meets all the above criteria. During his academic career, he has held positions of increasing responsibility. His most recent experience as the vice chancellor for Academic Affairs at the University of North Carolina at Wilmington particularly afforded him the opportunity to demonstrate the skills, attributes and qualities necessary to advance the University of West Florida.

Specifically, Dr. Cavanaugh

- has experience in a higher education system that was used as a model in developing Florida's K-20 system of governance,
- has successfully led an academic division very similar to that at UWF,
- clearly articulated a vision for UWF that entailed creating distinctive programs to meet contemporary needs,
- believes in the mission of a comprehensive, student-centered university,
- has an earned doctorate from Notre Dame,
- has a proven record of external community relations, including fund raising and the legislative process,
- has developed an outstanding record of academic accomplishment and still teaches a class at UNC-Wilmington, and
- values diversity, as evidenced by the recruitment programs developed at UNC-Wilmington.

When compared to the other candidates, Dr. Cavanaugh was determined to best meet the needs of the University of West Florida, the region it serves and the goals and aspirations of Florida's K-20 educational system.

The UWF Presidential Search

Duties, guidelines, process and timeline

The search for a president of the University of West Florida combines the coordinated talents and efforts of diverse groups representing the university community and the regional interests served by the institution. Those representatives will be appointed to two committees: The five-member Trustee Search Committee and the Search Advisory Committee comprised of university and community representatives. The search also includes the use of a professional search firm to assist in the identification and recruitment of candidates. The search process entails a nationwide advertising campaign to attract the most qualified applicants. It involves extensive background checks and interviews of candidates on the UWF campus and at their home institutions.

The entire process is subject to the Sunshine Laws of the state of Florida.

Specific duties and responsibilities of the various entities involved in the search process are:

UWF Board Chairman

- Appoints chairs and members to the Trustee Search Committee and the Search Advisory Committee.

UWF Board of Trustees

- Ratifies the chair's appointments to the Trustee Search Committee and the Search Advisory Committee.
- Establishes search procedures.
- Selects the professional search firm and enters into contract with same.
- Develops a presidential assessment tool to present to candidates so they are informed of how their performance will be measured.
- Makes final selection of presidential candidate and submits name to the chancellor of the Division of Colleges and University for ratification by the Florida Board of Education.
- Approves salary and benefit package for the new president.

Trustee Search Committee

- Establishes minimum criteria for presidential candidates and presents them to the Search Advisory Committee.
- Establishes specific timeframe and makes necessary adjustments during the process.
- Approves the work of the Search Advisory Committee.
- Receives three final candidates from the Search Advisory Committee.
- Arranges UWF visits for those candidates and their spouses
- Finalizes background checks on candidates.
- Recommends one candidate to the UWF Board of Trustees.

Search Advisory Committee

- Operates under the direction of the Trustee Search Committee.
- Expands the minimum criteria for presidential candidates.
- Works with professional search firm on marketing and advertising campaign and recruitment of candidates.
- Assists in background checks of candidates.
- Receives list of no more than six candidates from the search firm
- Arranges and tapes interviews of candidates.
- Advances three candidates to the Trustee Search Committee.

Professional Search Firm

- Works under the direct supervision of the Board of Trustees.
- Works with Search Advisory Committee on the development of a marketing and advertising campaign.
- Places advertisements in Chronicle of Higher Education, Black Issues, Hispanic Outlook, professional associations, and other publications or areas as deemed appropriate.
- Actively recruits candidates.
- Conducts background checks of candidates.
- Presents no more than six candidates to the Search Advisory Committee.

UWF Staff

- Prepares briefing material for the Trustee Search Committee and the Search Advisory Committee.
- Coordinates activities of the Trustee Search Committee and the Search Advisory Committee to include, but not limited to,

time and location of meetings and dissemination of needed information.

- Works with the Search Advisory Committee and the professional search firm on development of UWF information to be presented to candidates.
- Assists in candidate background checks.

Presidential search timeline

October 16 – SAC meeting (Orientation, charge, briefing material)

October 25 –TSC meets to approve minimum criteria and timeline

November 14 – TSC meets with professional search firm

November 15 – 10 a.m., Conference Center – SAC meets with search firm to finalize criteria and begin work on position description, advertisement, and marketing strategy.

November 29 – 3 p.m., IHMC – SAC meets to finalize marketing strategy

December 3 – TSC approves SAC work product

December 3 – April 2 – Nationwide search

April 2 – SAC meets to receive six finalists

April 10-11 – SAC interviews each candidate for up to two hours

April 15 – SAC narrows list to three/TSC meets to accept candidates

May 6-21 – Three finalists brought to Pensacola for two-day visits

May 24 – TSC/BOT meet to appoint next president and forward name to FBOE.

Additional meetings:

The Trustee Search Committee and the Search Advisory Committee may hold additional meetings, as needed, during the search process.