

VITA

Richard F. Eglsaer

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PERSONAL DATA:

Date of Birth: October 22, 1948
Place of Birth: Milwaukee, Wisconsin
Marital Status: Married

EDUCATION:

B.A. Political Science (Cum Laude), St. Mary's University, 1971
M.A. Psychology, St. Mary's University, 1974
Ph.D. School Psychology, The University of Texas at Austin, 1979

PROFESSIONAL EXPERIENCE:

5/2000 – Present Associate Vice President for Academic Affairs and Professor of Psychology. Responsible for the Advising and Mentoring Center, The Reading Center, The Writing Center, The Honors Program, The Across-the-University Writing Program, Military Science, Scholarships, Remedial and Support Programs, and Retention Efforts. Also responsible for representing SHSU at the University Center, a multi-institutional teaching center in the Woodlands, Texas.

6/99 – 5/2000 Chair, Department of Psychology and Philosophy.

8/93- 5/2000 Director, University Honors Program. Responsible for coordinating the University-wide honors program. Responsibilities included supervising students, coordinating program activities, scheduling and administering the budget.

5/91-5/92 Chair, University Faculty Senate.

- 8/96-5/2000 Professor, Psychology Department, Sam Houston State University, Huntsville, Texas. Responsibilities include: teaching at the undergraduate and graduate level; coordinating the School Psychology Graduate Program.
- 8/83-8/90 Assistant Professor, Psychology Department, Sam Houston State University, Huntsville, Texas.
- 7/80-8/83 School Psychologist, W. R. Robbins Secondary School, Austin Independent School District, Austin, Texas. Responsibilities at Robbins, an alternative secondary school for non-traditional students, included: crisis intervention; group and individual consultation with staff and parents; individual, group and family counseling; staff inservice; and varied administrative responsibilities associated with being an assistant principal.
- 2/78-7/80 Evaluator, Office of Research and Evaluation, Austin Independent School District, Austin, Texas. Responsibilities included: serving on the Superintendent's management team; developing and implementing research and evaluation designs; consulting with administrators; presenting school data to parents and school faculties; and supervising evaluation interns.
- 9/75-5/78 Assistant Instructor, Educational Psychology Department, The University of Texas at Austin.
- 1/76-5/78 Coordinator of Proctor-Assisted Instruction, Educational Psychology Department, The University of Texas at Austin.
- 9/73-5/74 Graduate Assistant, Psychology Department, St. Mary's University, San Antonio, Texas.
- 9/72-6/73 Language Arts Teacher, Truman Middle School, Edgewood Independent School District, San Antonio, Texas.

CREDENTIALS, PROFESSIONAL ASSOCIATIONS, AND AWARDS

- Licensed and Certified as a Psychologist by the Texas State Board of Examiners of Psychologists (License Number 2-2111)
- Nationally Certified School Psychologist (License Number 15978)
- Licensed Specialist in School Psychology by the Texas State Board of Examiners of Psychologists (License Number 3-0072)

- Lifetime Teaching Certificate (High School Government and English), Texas Education Agency (Certificate Number 451-08-20-07).
- American Psychological Association, Regular Member Status.
Member, Division 2 (Teaching of Psychology)
Member, Division 16 (School Psychology)
- National Association of School Psychologists, Regular Member Status.
- Texas Association of School Psychologists
- Texas Psychological Association
Member, Trainers Division
Member, Division of School Psychology
- Psi Chi, The National Honor Society of Psychology
- National Collegiate Honors Council
- Great Plains Honors Council (Past President)
- American College Testing Program "Outstanding Advising Award" presented at the NACADA 16th National Conference on Academic Advising. Atlanta, Georgia. October, 1992

CONFERENCE PRESENTATIONS:

Eglsaer, R. Putting discipline issues into a systems perspective. In M. Snapp (Chair), Discipline: Developing effective intervention strategies. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Cincinnati, Ohio, 1976.

Eglsaer, R. The congruence between consultative style and problem presented as a process variable. In M. Tombari (Chair), A tri-dimensional model for consultation research. Symposium presented at the Annual Meeting of the Southwest Educational Research Association, Austin, 1978.

Eglsaer, R. Interaction between type of problem presented and consultation style. In M. Tombari (Chair), Consultation: Input, processes and outcomes. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New York, 1978.

Eglsaer, R. Facilitating decision making through the use of evaluation findings. In J. Jerrell (Chair), Maximizing the utility of program evaluation: The school psychologist's perspective. Symposium presented at the Sixth Annual Evaluation Network Conference, Memphis, Tennessee, 1980.

Eglsaer, R. and Williams, G. Robbins school: An alternative educational approach. Presented as part of Classroom disciplinary management and strategy program. A workshop sponsored by the Texas Juvenile Justice Center in cooperation with the Criminal Justice Division of the Governor's Office. Southwest Texas State University, San Marcos, Texas, July, 1983.

Eglsaer, R. Two years of Texas association of psychology students' conference. In R. A. Smith (Chair) Student research conferences: An historical perspective. Symposium presented at Southwestern Psychological Association, Austin, Texas, April, 1985.

Buckley, K., Cohen, D., Eglsaer, R., and Shaffer, M. Tertiary prevention by school psychologists. Symposium presented at the Seventeenth Annual Convention of the National Association of School Psychologists, Las Vegas, Nevada, 1985.

Eglsaer, R. and Neunuebel, P. Nonacademic retention: Should we retain it. Paper presented at the Twenty-second Annual Convention of the National Association of School Psychologists, San Francisco, California, 1990.

Eglsaer, R. and Gilhousen, R. Practices in the assessment of Childhood Depression. Paper presented at the Twenty-fourth Annual Convention of the National Association of School Psychologists, Nashville, Tennessee, 1992.

Eglsaer, R. and Mason, K. The use of behavioral rating scales in diagnosing emotional disturbance. Paper presented at the Annual Meeting of the Southwestern Psychological Association, Austin, Texas, 1992.

Eglsaer, R. and Fair, F. Hosting high school academic challenge competitions: Getting started. Paper presented at the National Collegiate Honors Council Conference, San Antonio, Texas, 1994.

White, L & Eglsaer, R. The Relationship Between Psychological Hardiness, Coping Strategies and Parental Bereavement. A paper delivered at the Annual Meeting of Texas Psychological Association. San Antonio, Texas, November, 1995.

Bell, G., Eglsaer, R., Lawrence, J., Long, A., and Otero, R. The Honors Directorship: Costs and Incentives. A workshop presented at the Annual Convention of the National Collegiate Honors Council. Pittsburgh, Pennsylvania, November, 1995.

Eglsaer, R. Bell, G., and Coers, D. The Honors Directorship: Costs and Incentives. A paper presented at the Annual Convention of the National Collegiate Honors Council. San Francisco, California, November, 1996.

Eglsaer, R. & Bell, G. The truth shall set you free: Provided you carefully select messengers to release the news. A paper delivered at the Great Plains Regional Honors Council. Emporia State University, Emporia, Kansas, April, 1996.

Wainscott, S., Bell, G., & Eglsaer, R. Of seams and silos: Interdisciplinary challenges and the large university Honors Program. Presented at the Annual Convention of the National Collegiate Honors Council. Atlanta, Georgia, October, 1997.

Andrews, L., Cohen, I., Eglsaer, R., Madden, J., & Sederbergm P. From honors program to honors college. Presented at the Annual Convention of the National Collegiate Honors Council. Atlanta, Georgia, October, 1997.

Eglsaer, R., Brennan, J. Whall, T., and Miller, A. Dealing with the Issue of Attrition in Honors. Panel presented at the Annual Convention of the National Collegiate Honors Council. Chicago, Illinois, October, 1998.

Eglsaer, R. Bell, G., Coers, D., & McDorman, K. Organizational communication between honors and university administrators: How to read between the lines, especially when there are no lines. Panel presented at the Annual Convention of the National Collegiate Honors Council. Orlando, Florida, October, 1999.

Rae, J. & Eglsaer, R. Rater characteristics and the perception of ADHD. A paper Presented ed at the Annual Meeting of Texas Psychological Association. San Antonio, Texas, November, 1999.

Livingston, R.B. & Eglsaer, R. (2000). Development of rating scales to assess conduct problems: Preliminary analyses. Presentation at the 8th Annual Conference of the Texas Association of School Psychologists, San Antonio, TX.

Livingston, R.B., Eglsaer, R., Dickson, T. Harvey-Livingston, K. (2003). Psychological assessment practices with children and adolescents. Presentation at the 23rd Annual National Academy of Neuropsychology Conference, Dallas, TX.

PUBLICATIONS, PUBLISHED REPORTS, AND ABSTRACTS:

Eglsaer, R. Project P.A.V.E., Final Technical Report. Austin, Texas: Office of Research and Evaluation, Austin Independent School District, Publication Number 78.49, 1978.

Eglsaer, R. and Ogden, J. Low SES Achievement: Final Report. Austin, Texas: Office of Research and Evaluation, Austin Independent School District, Publication Number 78.85, 1979.

Eglsaer, R. and Ogden, J. Basic Skills Achievement: Final Report Summary. Austin, Texas: Office of Research and Evaluation, Austin Independent School District, Publication Number 78.85, 1979.

Eglsaer, R. and Ligon, G. Basic Skills Achievement: Final Report and Summary. Austin, Texas: Office of Research and Evaluation, Austin Independent School District, Publication Number 79.38, 1980.

Marcus, D. K., & Eglsaer, R. (1998). Sotos syndrome. In L. Phelps (Ed.). A practitioner's handbook of health-related disorders in children. NASP.

Livingston, R.B., Eglsaer, R., Dickson, T. Harvey-Livingston, K. (2003). Psychological assessment practices with children and adolescents [Abstract]. Archives of Clinical Neuropsychology, 18, 800.