

Robert H. Bruininks, Ph.D.
University of Minnesota
Hubert H. Humphrey School of Public Affairs
301 19th Avenue South
Minneapolis, Minnesota 55455
Phone: 612-626-1776, Fax: 612-625-3513
e-mail: bruin001@umn.edu

Professional Experience

President, University of Minnesota System and the Twin Cities Campus, 2002-2011

The system is comprised of 5 campuses, more than 20 statewide and regional research and outreach centers, and 16 regional extension offices. As Minnesota's only land-grant research institution, the University serves the citizens of the state through a variety of research, educational and service programs in its 20 colleges. The Twin Cities Campus is one of the nation's largest with about 53,000 students. The University system has a current enrollment of over 68,000 undergraduate, graduate, professional, and other students. With an annual budget of about \$3.5 billion, the University employs over 19,000 faculty and staff.

The University creates \$8.6 billion in total annual economic impact and generates more than \$512 million in state and local tax revenue. Every dollar invested in the University by the State of Minnesota generates over \$13 in the statewide economy. One out of every 43 jobs in Minnesota is attributable to the University, the fifth largest employer in the state.

During my presidency, I have helped secure and manage \$1.8 billion in long-term capital projects, over \$1.3 billion in private contributions, and significant increases in annual research funding from \$520 million in 2002 to \$823 million in 2010.

Since 2004, the University's academic profile improved considerably: four-year graduation rates doubled and first-year retention is above 90%. The University increased full-time enrollment (up 12,400) and degrees per year (35% increase) with 600-plus more undergraduate degrees, 400-plus more master's degrees, and 250 more doctoral degrees than in 2005.

Executive Vice President and Provost, University of Minnesota, 1997-2002 (Senior Academic Officer of the University of Minnesota System with responsibility for major academic programs and initiatives, and budget planning; Chief Academic Officer for the Twin Cities Campus; A World-Class University—known globally as a leader in teaching, research, and public service, the University of Minnesota, Twin Cities, consistently ranks among the top 10 public universities in the nation with more than 150 bachelor's degrees, 200 master's degrees, and 100 doctoral degrees making it one of the most comprehensive institutions in the country. Many programs are recognized as national and international leaders.)

Professor of Educational Psychology, College of Education and Human Development, University of Minnesota, 1974-present (initial appointment as assistant professor in 1968); Professor of Organizational Leadership, Policy and Development, 1993-present; Professor, Hubert H. Humphrey School of Public Affairs, 2011-present

Dean, College of Education and Human Development, University of Minnesota, 1991-97 (Responsible for leading the college [consistently nationally ranked in top 10 colleges] consisting of over 3,000 full-year equivalent students, a paid staff of 1,500 employees, over 140 tenure and tenure-track faculty with an annual budget of approximately \$35 million. In addition to 6 academic departments, the college houses more than 20 college-wide and nationally designated research and service centers.)

Director and Founder, Institute on Community Integration, 1985-91 (a national University Center for Excellence in Developmental Disabilities [UCEDD] that promotes interdisciplinary teaching, research and outreach service

programs; annual budget increased from \$500,000 in 1985-86 to approximately \$4.0 million for 1990-91; includes academic personnel from nearly 20 academic departments. After 25 years, this institute and its affiliated centers still exist with annual budgets of approximately \$18.0 million.)

Director and Co-Principal Investigator, National Center on Educational Outcomes, 1990-91 (a 5-year, \$2.3 million award to establish a national research center on the improvement of state and national educational outcomes for students with educational and other disabilities)

Director and Co-Principal Investigator, Rehabilitation Research and Training Center on Community Living, 1988-91 (a 5-year, \$2.9 million award to establish a national teaching and research center on the improvement of community integration for persons with mental retardation)

Professor and **Chair**, Department of Psychoeducational Studies/Department of Educational Psychology, University of Minnesota, 1978-85. (Merged academic units from two departments to form the Department of Educational Psychology; the Department includes four academic programs: Counseling and Student Personnel Psychology, Psychological Foundations, Psychology in the Schools, and Special Education; included 47 faculty, 17 associate faculty, 16 academic staff, and 37 civil service staff, annual budget in excess of \$3 million. These academic programs are consistently ranked in the top 10 for U.S. universities.)

Professor and **Coordinator**, Special Education Programs, Department of Psychoeducational Studies, University of Minnesota, 1976-78

Director of Developmental Disabilities Planning Office, Minnesota State Planning Agency, July, 1974, to July, 1976, (on leave of absence from the University of Minnesota). (Position of Director included supervision of approximately 10 people, work with an interagency and consumer planning council appointed by the Governor, and management of a budget in excess of \$2 million. The purpose of this office is to plan and promote development of educational and human services for people with substantial disabilities.)

Educational Background

B.S.: Western Michigan University, 1964, in education and social sciences, music (minor) (with honors)

M.A.: Peabody College of Vanderbilt University, 1965, in Educational Psychology (major emphasis: special education, minor emphasis: human development and psychology)

Ph.D. Peabody College of Vanderbilt University, 1968, in Educational Psychology (major emphasis: special education, minor emphasis: human development and psychology)

Selected Honors and Special Recognitions

Graduated Cum Laude (B.S.)

United States Office of Education Graduate Fellow, 1964-67

Kellogg Foundation National Leadership Fellowship, 1981-84

Vice-President, President-elect, and President, American Association on Mental Retardation, 1988-91 (interdisciplinary professional association with over 9,000 members in medicine, nursing, psychology, education, rehabilitation, recreation, social work and other fields)

Educator of the Year Award, Parent Advocacy Coalition for Educational Rights (PACER), Minneapolis, 1991

Emma M. Birkmaier Professorship in Educational Leadership, 1991-94 (selected as this award's first endowed professorship, College of Education and Human Development, University of Minnesota)

Education Award, American Association on Mental Retardation, 1996

Torch and Shield Award for Distinguished Service to Higher Education, University of Minnesota-Crookston, 2000

Leadership Award, University of Minnesota Children, Youth and Family Consortium, 2002

Minnesotan of the Year, **Minnesota Monthly** (the region's most widely circulated lifestyle magazine), 2003

Shirley G. Moore Leadership Award, Center for Early Education and Development, College of Education and Human Development, University of Minnesota, 2006

Member, J. William Fulbright Foreign Scholarship Board, 2003-2009 (Presidential appointment)

Service to Education Award, Minnesota Association of Secondary School Principals, 2009

Executive of the Year by *Minneapolis-St. Paul Business Journal* (the first time the award was given to a higher education and non-business leader), 2009

Champion for Children Award, Minnesota Elementary School Principals' Association, 2011

Distinguished Service Award, Minnesota Association of School Administrators, 2011

Research Interests

Leadership and Strategic Management of Public and Non-profit programs

Productivity and Accountability of Complex Organizations

Policy Studies in Education and Social Services

Theory and Research on Personal Competence and Community Adaptation

Design, Research and Standardization of Psychoeducational Assessment Instruments and Training Programs, particularly in Motor, Adaptive Behavior and Social Skills

Professional Service, Memberships, Affiliations and Distinctions

American Educational Research Association (Fellow)

American Association on Intellectual and Developmental Disabilities (AAIDD) (Fellow)

American Psychological Association, Divisions 15, 16, 33 (Fellow)

American Psychological Society (Fellow)

Arc-Greater Twin Cities (Member, Board of Directors) 2009-present

Association of American Universities (Member; past-Chair, Internationalization Committee; Member, Task Force on the Voluntary System of Accountability)

Association of Public and Land-grant Universities (APLU) (Member, Board of Directors 2004-2009; Board Chair, 2008-2009; Chair, Committee on Food, Environment and Renewable Resources)

Big Ten Conference (Chair, Council of Presidents and Chancellors, 2007-08; Member, Council of Presidents and Chancellors, 2002-2011)

Citizens League, Minnesota (Member)

Committee for Economic Development (Member, Board of Trustees) 2004-present

Higher Education Advisory Council (Member; Chair, 2003-4, 2005-6, 2007-8, 2009-10) (includes the heads of education organizations in Minnesota acting in an advisory capacity to the Governor and the Minnesota Office of Higher Education), 1997-2011

Itasca Project (an alliance of CEOs and civic leaders who promote new and better ways to address regional issues that impact the region's future economic competitiveness and quality of life) (Founding Member) 2003-2011

Midwest Universities Consortium for International Activities (MUCIA) (Co-President), 2006-2011

Minnesota Business Partnership (Member, Executive Committee), 2004-2011

National Collegiate Athletic Association (NCAA) (Member, Division 1 Board of Governors, 2006-2010; Member, Executive Committee, 2009-2010)

P-20 Partnership (Founding Member; past-chair, 1999-2001, 2003-05, 2007-09) (the partnership is a voluntary organization made up of the statewide education groups in Minnesota, plus others from government, business, and other private sectors to work collaboratively to maximize achievements of all students, from preschool through elementary, secondary, and postsecondary education), 1997-2011

Phi Delta Kappa (Honorary educational organization) (Member)

Selected National Professional Association Activities

Consulting editor for the American Journal of Mental Retardation and Mental Retardation, 1971-73, occasional reviewer 1973-present

Editorial Board, Exceptional Children, 1981-82

Editorial Board, The Journal of the Association for Persons with Severe Handicaps, 1990-91

Editorial Board, Adapted Physical Activity Quarterly, 1983-86

Editorial Board, Australia and New Zealand Journal of Developmental Disabilities, 1986-91

Member of the Research Committee of the Council for Exceptional Children, 1972-75

Vice President, Education Division, Region VIII, American Association on Mental Deficiency (now AAIDD), 1976-77

Member, Publications Committee, American Association on Mental Retardation (now AAIDD), 1982-85

Chair, Publications Committee, American Association on Mental Retardation (now AAIDD), 1983-85

Member, Policy and Evaluation Committee, American Association of University Affiliated Programs, 1988-91

Grant Activities

Principal or Co-Principal Investigator on over \$22 million in grants/contracts (mostly 1976-1991, many centers still exist after 20 to 25 years and have developed over \$175 million in cumulative sponsored funding).

Selected Examples

Project Director and Co-Principal Investigator, Program Assistance Grant from the Bureau of Education for the Handicapped, U.S. Office of Education, 1976-78 (approximately \$1.1 million for 3 years).

Co-Principal Investigator, Upper Midwest Regional Resource Center, Special Education Programs, U.S. Department of Education, 1980-83 (approximately \$1.2 million for 33 months).

Co-Principal Investigator, Preparation of Leadership Personnel: Training Special Education Researchers, U.S. Department of Education, 1983-86 (\$227,919), 1986-89 (\$282,429).

Co-Principal Investigator, Benefit-Cost Evaluation of Local Special Education Programs, U.S. Department of Education, 1984-86 (\$190,250 for 2 years).

Co-Principal Investigator, National Recurring Data Set and Information Assistance on Residential and Related Services, Administration on Developmental Disabilities, U.S. Department of Health and Human Services, 1985-92 (\$1.2 million over 7 years).

Co-Principal Investigator, Promoting Formal and Informal Interpersonal and Social Networks for Handicapped Youth, U.S. Department of Education, 1987-90 (\$368,799 for 3 years).

Principal Investigator, Rehabilitation Research and Training Center on Community Integration, National Institute on Disability and Rehabilitation Research 1988-93 (\$2,875,055) (still competitively funded).

Principal Investigator, Minnesota University Affiliated Program on Developmental Disabilities (now a University Center for Excellence in Developmental Disabilities), Administration on Developmental Disabilities, U.S. Department of Health and Human Services, 1985-91 (\$1.16 million) (still competitively funded).

Co-Principal Investigator, Design of Secondary Transition Follow-along/Follow-up system, U.S. Department of Education, 1988-91 (\$412,500 for 3 years).

Principal Investigator (with J. Ysseldyke and M. Thurlow), National Center on Educational Outcomes, U.S. Department of Education, 1990-95 (\$3.0 million for 5 years) (still competitively funded).

Principal Investigator (with S. Christenson and M. Thurlow), Dropout Prevention and Intervention Programs for Junior High School Students, Office of Special Education Programs, U.S. Department of Education, 1990-95 (\$1,068,985 for five years).

Co-Principal Investigator (with B. Guy), Longitudinal and Cross-Sectional Studies of Changes and Differences in Post-school Outcomes of Adults and Youth with Severe Disabilities, U.S. Department of Education, 1994-97 (\$370,341 for three years).

Co-Principal Investigator (with R. Blum), Minnesota Rehabilitation Research Training Program, U.S. Department of Education, 1994-97 (\$450,000 for three years).

Principal Investigator, Minnesota Educational Accountability Reporting System (contracts to design statewide accountability system), Minnesota Department of Children, Families & Learning (legislatively mandated), 1995-97 (about \$75,000).

Publications - Journal Articles

Best-Sigford, B., Bruininks, R. H., Lakin, K. C., Hill, B. K., & Heal, L. W. (1982). Resident release patterns in a national sample of public residential facilities. American Journal of Mental Deficiency, 87(2), 130-140.

Broadhead, G. D., & Bruininks, R. H. (1982). Childhood motor performance traits on the short form Bruininks-Oseretsky Test. The Physical Educator, 39(3), 149-155.

- Broadhead, G. D., & Bruininks, R. H. (1983). Development of motor proficiency factors through childhood. The Physical Educator, 40(1), 16-19.
- Broadhead, G. D., & Bruininks, R. H. (1983). Factor structure consistency in the Bruininks-Oseretsky Test-Short Form. Rehabilitation Literature, 44(1-2), 13-18.
- Bruininks, R. H. (1969). Auditory and visual perceptual skills related to the reading performance of disadvantaged boys. Perceptual and Motor Skills, 29, 179-186.
- Bruininks, R. H. (1970). Teaching work recognition to disadvantaged boys. Journal of Learning Disabilities, 3, 30-39.
- Bruininks, R. H. (2001). Becoming a university of promise. The Center (America's Promise Special Issue), 16-21.
- Bruininks, R.H. (2003). Eulogy for Mary A. McEvoy, Topics in Early Childhood Special Education, 23(1), 3-4.
- Bruininks, R.H. (2005). Public universities in the United States, E-Journal USA, November 2005.
- Bruininks, R. H. (2005). The University's quest for excellent: It's about access to success. Minnesota School Boards Association Journal, 57(6), 12-13, 20-21.
- Bruininks, R.H. (2005). Tight times: Utilizing IT to optimize scarce resources. Educause Review, 40(4), 10-11.
- Bruininks, R. H., Chen, T. H., Lakin, K. C., & McGrew, K. S. (1992). Components of personal competence and community integration for persons with mental retardation in small residential programs, Research in Developmental Disabilities, 13(5), 463-479.
- Bruininks, R. H., & Clark, C. R. (1972). Auditory and visual paired-associates learning in first-grade retarded and nonretarded children. American Journal of Mental Deficiency, 76, 561-567.
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- Bruininks, R. H., Frenzel, M., & Kelly, A. (1994). Integrating services: The case for better links to schools. Journal of School Health, 64(6), 242-248.
- Bruininks, R. H., Glaman, G. V., & Clark, C. R. (1973). Issues in determining prevalence of reading retardation. Reading Teacher, 27, 177-185.
- Bruininks, R. H., Hauber, F. A., & Kudla, M. J. (1980). National survey of community residential facilities: A profile of facilities and residents in 1977. American Journal of Mental Deficiency, 84, 470-478.
- Bruininks, R. H., Hill, B., & Thorsheim, M. J. (1982). Deinstitutionalization and foster care for mentally retarded people. Health and Social Work, 7(3), 198-205.
- Bruininks, R.H., Keeney, B., & Thorp, J. (2010). Transforming America's universities to compete in the "new normal." Innovative Higher Education, 35, 113-125 and DOI 10.1007/s10755-009-9136-y (online reference).
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- Bruininks, R. H., McGrew, K., & Maruyama, G. (1988). Structure of adaptive behavior in samples with and without mental retardation. American Journal of Mental Retardation, 93(3), 265-272.
- Bruininks, R. H., & Rynders, J. E. (1971). Alternatives to special class placement for educable mentally retarded children. Focus on Exceptional Children, 3, 1-12.
- Bruininks, R. H., & Rynders, J. E. (1972). Alternatives to special class placement for educable mentally retarded children. The School Psychology Digest, 1, 29-32. (Invited Condensation)
- Bruininks, R. H., Rynders, J. E., & Gross, J. (1974). Social acceptance of mildly retarded pupils in resource rooms and regular classes. American Journal of Mental Deficiency, 78, 377-383.
- Bruininks, R. H., Thurlow, M., & Gilman, C. (1987). Adaptive behavior and mental retardation. Journal of Special Education, 21(1), 69-88.
- Bruininks, R. H., Thurlow, M. L., & Ysseldyke, J. E. (1992). Assessing the right outcomes: Prospects for improving education for youth with disabilities, Education and Training in Mental Retardation, 27(2), 93-100.
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- Hill, B. K., Lakin, K. C., & Bruininks, R. H. (1984). Trends in residential services for people who are mentally retarded: 1977-1982. The Journal of the Association for Persons with Severe Handicaps, 9(4), 243-250.
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Contributions to Books

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Broadhead, G. D., Maruyama, G. M., & Bruininks, R. H. (1985). Examining differentiation in motor proficiency through exploratory and confirmatory factor analysis. In J. E. Clark & J. H. Humphrey (Eds.), Motor development: Current selected research Volume 1. Princeton, NJ: Princeton Book Company.

Bruininks, R. H. (1970). Measures of intelligence, language, creativity, reading, and written language achievement of disadvantaged children. In J. A. Figure (Ed.), Reading goals for the disadvantaged (pp. 43-54). Newark, DE: International Reading Association (IRA Presentation)

Bruininks, R. H. (1974). Physical and motor development of retarded persons. In N. R. Ellis (Ed.), International review of research in mental retardation (Volume 7) (pp. 209-261). New York: Academic Press.

Bruininks, R. H. (1975). Problems and issues in developing alternatives to special class placement for educable mentally retarded children. In G. R. Gredler (Ed.), Ethical and legal factors in the practice of school psychology. Harrisburg, PA: Commonwealth of Pennsylvania-Documents Book Store, 1975.

Bruininks, R. H. (1975). Teaching word recognition to disadvantaged boys with differences in auditory and visual skills. In J. C. Cull & R. E. Hardy (Eds.), Problems of disadvantaged and deprived youth (pp. 176-192). Springfield, IL: Charles C. Thomas (Reprinted Article)

Bruininks, R. H. (1978). Deinstitutionalization and educational services for the severely handicapped. In A. Rehman (Ed.), Serving the severely handicapped: Are we meeting P.L. 94-142 priorities? (Volume VII, Leadership Series in Special Education) (pp. 35-46). Minneapolis: Minneapolis Public Schools.

Bruininks, R. H. (1979). The mentally retarded. In E. L. Meyen (Ed.), Basic readings in the study of exceptional children and youth. Denver: Love Publishing. (Introduced and edited selections for a more comprehensive book of readings.)

Bruininks, R. H. (1979). The needs of families. In R. H. Bruininks & G. C. Krantz (Eds.), Family care of developmentally disabled members. Minneapolis: University of Minnesota.

Bruininks, R. H. (1982). Deinstitutionalization of the handicapped. In H. Mitzel, J. Best, W. Rabinowitz, & A. Landy (Eds.), Encyclopedia of educational research (fifth edition). Washington, DC: American Educational Research Association.

Bruininks, R. H. (1982). Forward. In P. Cegelka & H. Prehm (Eds.), Mental retardation: From categories to people. Columbus, OH: Charles Merrill. (Invited)

Bruininks, R.H. (2006). Implementing renewal and change. In R. Clark & M. d'Ambrosio (Eds.), The new balancing act in the business of higher education. Cheltenham, Glos, UK: Edward Elgar Publishing.

Bruininks, R.H. (2007). Transforming the University of Minnesota through strategic position. In J.C. Burke (Ed.), Fixing the fragmented university. Boston, MA: Anker Publishing Company, Inc.

- Bruininks, R.H. (2010). The essential role of youth development. In A.J. Reynolds, A.J. Rolnick, M.M. Englund, & J.A. Temple (Eds.) Childhood programs and practices in the first decade of life. Cambridge, UK: Cambridge University Press.
- Bruininks, R. H. Preface. In M. F. Hayden & B. Abery (Eds.), Community living for persons with mental retardation and related conditions. Baltimore, MD: Paul H. Brookes.
- Bruininks, R. H., & Bruininks, V. L. (1981). Deinstitutionalization: Implications for special education. In P. Bates (Ed.), Mainstreaming: Our current knowledge base. Minneapolis: National Support Systems Project, University of Minnesota.
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- Kiernan, W. E., & Bruininks, R. H. (1986). Demographic characteristics. In W. E. Kiernan & J. A. Stark (Eds.), Pathways to employment for adults with developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.
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- Lakin, K. C., Hill, B. K., & Bruininks, R. H. (1986). Basic facts and trends in residential services. In R. B. Kugel (Ed.), Changing patterns in residential services for persons with mental retardation (3rd ed.). Washington, DC: President's Committee on Mental Retardation.
- Lakin, K. C., Hill, B. K., & Bruininks, R. H. (1988). Trends and issues in the growth of community residential services. In M. Janicki, M. Krauss, & M. Seltzer (Eds.), Community residences for persons with developmental disabilities: Here to stay. Baltimore: Paul H. Brookes.
- Lakin, K. C., Hill, B. K., Bruininks, R. H., & White, C. C. (1986). Residential options and future implications. In W. E. Kiernan & J. A. Stark (Eds.), Pathways to employment for adults with developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.
- Larson, S.A., Lakin, K.C., & Bruininks, R.H. (1998). Staff recruitment and retention: Study results and intervention strategies (Monographs of the American Association on Intellectual and Developmental Disabilities [AAIDD]). Washington, DC: AAIDD.
- Lewis, D. R., & Bruininks, R. H. (1993). Uso del ICAP en la Valoración de recursos y necesidades de servicios para personas con discapacidad. In A.V. Sanchez (Ed.), Discapacidad y conducta adaptativa. Bilbao, Spain: Universidad de Deusto.
- Lewis, D. R., & Bruininks, R. H. (1994). Costs of community-based residential and related services to individuals with mental retardation and other developmental disabilities. In M.F. Hayden & B. Abery (Eds.), Challenges for a service system in transition: Ensuring quality community experiences for persons with developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.
- Lewis, D. R., Bruininks, R. H., Thurlow, M. L., & McGrew, K. (1990). Assessing post-school effects of special education youth with mental retardation through economic analysis. In W. I. Fraser (Ed.), Key issues in mental retardation research (Proceedings of the Eighth World Congress of the International Association for the Scientific Study of Mental Deficiency). London: Routledge.
- McGrew, K. S., & Bruininks, R. H. (1993). Utilización de instrumentos de conducta adaptativa en la investigación teórica y aplicada. In A.V. Sanchez (Ed.), Discapacidad y conducta adaptativa. Bilbao, Spain: Universidad de Deusto.

- McGrew, K. S., & Bruininks, R. H. (1994). A multidimensional approach to the measurement of community adjustment. In M.F. Hayden & B. Abery (Eds.), Challenges for a service system in transition: Ensuring quality community experiences for persons with developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.
- Rotegard, L. L., Bruininks, R. H., Gorder, J. E., & Lakin, K. C. (1985). Environmental aspects of deinstitutionalization. In R. H. Bruininks & K. C. Lakin (Eds.), Living and learning in the least restrictive environment. Baltimore, MD: Paul H. Brookes Publishing Co.
- Thompson, J. R., McGrew, K. S., & Bruininks, R. H. (1999). Adaptive and maladaptive behavior: Functional and structural characteristics. In R.L. Schalock & D. Braddock (Eds.), Adaptive behavior and its measurement: Implications for the field of mental retardation. Washington, DC: American Association on Mental Retardation.
- Wrightsmen, L. S., Bruininks, R. H., Lucker, W. G., & O'Connor, J. (1972). Effects of extensiveness of instructions upon cooperation in a prisoner's dilemma game. In L. S. Wrightsmen, J. O'Connor, & Baker, N. J. (Eds.), Cooperation and competition: Readings on mixed-motive games (pp. 258-268). Belmont, CA: Brooks/Cole.
- Wrightsmen, L. S., Davis, D. W., Lucker, W. G., Bruininks, R. H., Evans, J. R., Wilde, R. E., Paulson, R. G., & Clark, G. V. (1972). Effects of other person's strategy and race upon cooperative behavior in a prisoner's dilemma game. In L. S. Wrightsmen, J. O'Connor, & N. J. Baker (Eds.), Cooperation and competition: Readings on mixed-motive games (pp. 110-125). Belmont, CA: Brooks/Cole.
- Wrightsmen, L. S., Lucker, W. G., Bruininks, R. H., & Anderson, W. (1972). Effects of subjects' training and college class and other's strategy upon cooperative behavior in a prisoner's dilemma game. In L. S. Wrightsmen, J. O'Connor, & N. J. Baker (Eds.), Cooperation and competition: Readings on mixed-motive games (pp. 126-140). Belmont, CA: Brooks/Cole.

Books/Edited Books

- Bruininks, R. H. (1978). Manual for the Bruininks-Oseretsky test of motor proficiency. San Antonio, TX: Pearson.
- Bruininks, R. H., Hill, B. K., Weatherman, R. F., & Woodcock, R. W. (1986). Manual for the Inventory for Client and Agency Planning (ICAP). Chicago, IL: Riverside Publishing Company.
- Bruininks, R. H., & Krantz, G. (Eds.). (1979). Family care of developmentally disabled members. Minneapolis: University of Minnesota.
- Bruininks, R. H., & Lakin, K. C. (Eds.). (1985). Living and learning in the least restrictive environment. Baltimore, MD: Paul H. Brookes Publishing Co.
- Bruininks, R. H., Meyers, C. E., Sigford, B. B., & Lakin, K. C. (Eds.). (1981). Deinstitutionalization and community adjustment of mentally retarded people. Monograph of the American Association on Mental Deficiency, Number 4, C. E. Meyers, Series Editor. Washington, DC: American Association on Mental Deficiency.
- Bruininks, R. H., Woodcock, R. W., Weatherman, R. F., & Hill, B. K. (1984). Scales of Independent Behavior, Interviewer's Manual. Chicago, IL: Riverside Publishing Company.
- Bruininks, R. H., Woodcock, R. W., Hill, B. K. & Weatherman, R. F. (1985). Development and Standardization of the Scales of Independent Behavior, Woodcock-Johnson Psycho-Educational Battery, Part Four. Allen, TX: DLM Teaching Resources.

Lakin, K. C., & Bruininks, R. H. (Eds.). (1985). Strategies for achieving community integration of developmentally disabled citizens. Baltimore, MD: Paul H. Brookes Publishing Co.

Larson, S. A., Lakin, K. C., & Bruininks, R. H. (1998). Staff recruitment and retention: Study results and intervention strategies. Washington, DC: American Association on Mental Retardation.

Werder, J. K., & Bruininks, R. H. (1988). Manual for Body Skills: A Motor Development Curriculum for Children. Circle Pines, MN: American Guidance Service.

Published Tests and Educational Materials

Bruininks, R. H. (1978). Bruininks-Oseretsky Test of Motor Proficiency. San Antonio, TX: Pearson.

Bruininks, R.H. & Bruininks, B.D. (2005). Bruininks-Oseretsky Test of Motor Proficiency, Second Edition. San Antonio, TX: Pearson.

Bruininks, R. H., Hill, B. K., Woodcock, R. W., & Weatherman, R. F. (1986). Inventory for Client and Agency Planning. Chicago, IL: Riverside Publishing Company.

Bruininks, R. H., Hill, B. K., Weatherman, R. W., & Woodcock, R. (1988). Inventario para Planificación del Cliente y de la Agencia. Chicago, IL: Riverside Publishing Company. (Spanish edition of the Inventory for Client and Agency Planning.)

Bruininks, R. H., Morreau, L. E., Gilman, C. J., & Anderson, J. L. (1991). Adaptive Living Skills Curriculum. Chicago, IL: Riverside Publishing Company.

Morreau, L. E., Anderson, J. L., Gilman, C. J., & Bruininks, R. H. (1991). Instructional Manual for Personal Living Skills (1.0).

Gilman, C. J., Morreau, L. E., Bruininks, R. H., & Anderson, J. L. (1991). Instructional Manual for Home Living Skills (2.0).

Anderson, J. L., Bruininks, R. H., Morreau, L. E., & Gilman, C. J. (1991). Instructional Manual for Community Living Skills (3.0).

Bruininks, R. H., Gilman, C. J., Anderson, J. L., & Morreau, L. E. (1991). Instructional Manual for Vocational Skills (4.0).

Bruininks, R. H., Rynders, J., & Ilmer, S. (1990). The Motor profile. In P. Harrison (Ed.), Early screening profiles. San Antonio, TX: Pearson. (A nationally standardized preschool test that is part of a comprehensive screening battery, including health, home environment, cognitive, language and social and self-help measures.)

Bruininks, R. H., Woodcock, R. W., Weatherman, R. F., & Hill, B. K. (1984). Scales of Independent Behavior. Chicago, IL: Riverside Publishing Company.

Bruininks, R. H., Woodcock, R. W., Weatherman, R. F., & Hill, B. K. (1987). Las Escalas de Conducta Independiente. Chicago, IL: Riverside Publishing Company. (Spanish edition of the Scales of Independent Behavior.)

Hill, B. K., Bruininks, R. H., & Weatherman, R. F. (1989). Micro-Computer Management Information System for the Inventory for Client and Agency Planning. Chicago, IL: Riverside Publishing Company.

Morreau, L. E., & Bruininks, R. H. (1991). Checklist of Adaptive Living Skills. Chicago, IL: Riverside Publishing Company.

Werder, J. K., & Bruininks, R. H. (1987). Body Skills: A Motor Development Curriculum for Children. Circle Pines, MN: American Guidance Service.

Monographs and Technical Reports

Completed over 75 technical reports and monographs. A more complete listing is available upon request.

National Convention and Conference Papers/Presentations

Provided at least 250 invited speeches, and accepted papers and presentations at state, national and international professional meetings. A more complete listing is available upon request.

Selective University Service Activities

Chair, Search Committee for Vice President for External Relations, 1993-94

Member, University Operations Development Committee, 1993-94

Member, University Strategic Planning Advisory Group, 1993-94

Member, Graduate School Research Strategic Planning Committee, 1993-94

Member, Minnesota Extension Service Deans and Chancellors Council, 1992-94

Member, Steering Committee of the Children, Youth and Family Consortium, 1991-2002

Chair, Search Committee for Associate Vice President for Operations and Development and AIS, 1992-93

Chair, Administrative Review of the Vice President for Agriculture, Forestry and Home Economics, 1993

Member, Finance and Operations Business Planning Committee, 1992-93

Member, Graduate School Research Strategic Planning Committee, 1992-93

Chair, Performance Review of the Office of the Vice President for External Relations, 1990-91

Member, University Senate, 1986-89

Member, University Ad Hoc Committee on Research Fraud Policy, 1988-89

Chair, University Senate Research Committee, 1988-89

Member, University Senate Research Committee, 1986-89

Member, University Senate Finance Committee, 1988-89

Member, Graduate School Review of Vocational Education Department, 1987-88

Member, College of Education Task Force on Collegiate Academic Program Review, 1981-82

Member, Search Committee for Assistant Dean of the College of Education, 1982-83

Member, College of Education Administrative Council, 1978-85

Member, College of Education Senate, 1986-89

Member, College of Education Consultative Committee, 1987-89

Member, College of Education Committee to Develop Research Centers (Strategy for Focus Initiative), 1987

Member, College of Education Task Force on Center for Applied Research and Educational Improvement, 1987-88

Member, Department of Educational Psychology Steering Committee, 1987-91

Member, Center for Integrative Leadership Faculty Steering Committee, Hubert H. Humphrey School of Public Affairs, 2011-present

Selected Professional Consulting Services

Consultant in special education to Ramey Air Force Base, Puerto Rico (task was to focus on making recommendations for establishing special education services), Spring, 1966

Research consultant to the Metropolitan School System (Nashville, Tennessee) on Elementary and Secondary Education Act projects, Summer, 1966

National Advisory Committee on Behavioral Assessment of People with Developmental Disabilities, ABT Associates, 1977-78

Minneapolis Public Schools, Division of Special Education--member of special task force to evaluate administrative reorganization of special education services, 1969-71

Bureau of Education for the Handicapped, Research Division--conducted site visits and proposal reviews on R & D Center and research grant proposals

South Dakota Department of Education--studied needs and made recommendations for special education services, 1970

Division of Special Programs, Los Angeles Public Schools--studied needs and made recommendations for special education services, 1971

Special Education Section of the Minnesota State Department of Education--assessed prevalence of children with disabilities in northeast Minnesota; evaluation consultant, 1970

Minnesota State Department of Public Welfare--advisory board to establish community placement of a special learning center for deinstitutionalized persons, 1970

Division of Special Education, Minneapolis Public Schools (conducted several evaluation studies), 1971-74

Retarded Offender Project, Tennessee State Department of Corrections, George Peabody College, Nashville, Tennessee, 1972

National Advisory Committee on the Longitudinal Study of the Court Ordered Deinstitutionalization of Pennhurst, U.S. Department of Health and Human Services, 1979-84

The Urban Institute (Washington, DC) Advisory Committee for the Study of Alternative Community Living Arrangements and Non-vocational Social Development Services, U.S. Department of Health and Human Services, Office of Human Development Services, 1979-81

Denver Research Institute, University of Denver--consultation on a national study of boarding homes, intermediate care facilities, and welfare hotels serving people with mental disabilities, 1981-82

Proposal Review Panel, Human Development Study Section, National Institute of Health, Spring, 1981

Proposal Review Panel, Human Development Services, U.S. Department of Health and Human Services, Spring, 1982

Member, State of Minnesota Special Education Advisory Council, Minnesota Department of Education, 1981-82

Member, Residential and Community Services Committee, National Association for Retarded Citizens, 1979-84

Member, Program Services Committee, National Association for Retarded Citizens, 1982-83

Mathematica Policy Research--consultation on national benefit-cost study of experimental work training and job placement program for adults with mental retardation, 1981-85

Health Care Financing Administration, U.S. Department of Health and Human Services--consultation on regulations and evaluation of long- term care services for people with mental retardation, Fall, 1981

University of Kentucky--consultation on statewide study of care management and service coordination for people with developmental disabilities, Spring, 1983

American Public Welfare Association--consultation on statewide and national data gathering instrument for developmental disabilities services, Spring, 1983, 1986

Bureau for Social Science Research--development of national evaluation system for determining prevalence of disability and national statistical (policy) indicators for the Administration on Developmental Disabilities and the Office of Policy Development, Office of Human Development Services, U.S. Department of Health and Human Services, 1983-85

Administration on Developmental Disabilities--consultation to commissioner on national studies/policies in deinstitutionalization and community services, 1982-86

Utah State University Affiliated Exceptional Child Center--consultation and development of national profile on Adult Services, Management of the Residential Services Working Group, 1984-85

Division of Services to the Handicapped, Utah State Department of Human Services--assistance and training in developing statewide management information system, 1985-87

U.S. Department of Education--Chair, Research Center Site Visit--Review Committee, 1984-85

Iowa Department of Human Services--assistance in design of a legislatively mandated census study of people with severe disabilities and chronic mental illness, 1985-86

Ohio Department of Mental Retardation/Developmental Disabilities--consultation on the design of a county-based system to project housing needs for citizens with disabilities, 1985-86

National Association of State Directors of Special Education with the Office of Special Education Programs, U.S. Department of Education--working group to consider the implementation of a state data reporting requirement established by P.L. 98-199, 1985-86

Australian Department of Social Services--consultation on community services for persons with disabilities, 1986

Member, Site Visit Team to Connecticut University Affiliated Program, Administration on Developmental Disabilities, U.S. Department of Health and Human Services, 1990

Member, Scientific Advisory Committee, Joseph P. Kennedy, Jr., Foundation, Washington, DC 1989-90

Member, Task Force on Dropout Measures for Students with Disabilities, Office of Special Education Programs, U.S. Department of Education, 1990-91

Member, Site Visit/Evaluation Team for the Graduate School to evaluate the Indiana University Institute of Developmental Disabilities, 1990

Study Director, Minnesota Educational Accountability Reporting System, study commissioned by the Minnesota Department of Children, Families and Learning, 1996

Selected Community Service Activities

Member of state-wide steering committee on Community Alternatives and Institutional Reform (A year-long study to design a comprehensive plan of community services for former residents of state institutions for persons with mental retardation), sponsored by the Governor's Planning Council on Developmental Disabilities, 1973-74

Chair, Task Force on Needs Assessment, Steering Committee on Community Alternatives and Institutional Reform, Minnesota Governor's Planning Council on Developmental Disabilities, 1973-74

Member, Board of Directors, Minneapolis Association for Retarded Citizens, 1972-74

Member, Board of Directors, Community Involvement programs (provides apartment living, adult training and day activity centers for persons with mental retardation), 1972-74

Member, Advisory Committee for UNISTAPS Project (preschool services for children with hearing disabilities and their parents), 1973-74

Member, Advisory Committee of the Research and Training Center, University of Minnesota Medical School, 1974

Member, Advisory Committee on the Development of a Comprehensive Epilepsy Center, University of Minnesota Medical School--purpose was to develop a proposal to establish a national comprehensive research center on epilepsy, 1974-75

Member, State Special Education Advisory Board, Minnesota Department of Education, 1974-76

Organized Minnesota Special Education Personnel Development Committee, (SEPDC); Chair, 1976-77; member, 1977-78. (Included membership of all Minnesota institutions of higher education, State Department of Education and other community organizations to plan statewide training activities)

Member, Board of Directors, Vinland National Center, 1980-99

Evaluation Consultant, PACER Center, on family support programs, 1989-97

Evaluation Consultant, Metro SPLISE, on the evaluation of costs in special education services, 1989-97

Evaluation Consultant, United Way of Minneapolis, for the Success by Six Program, 1989-91

Member, St. Paul Public Schools Blue Ribbon Commission for Strategic Planning, 1992-93

Member, Coalition for Education Reform and Accountability (work with others to establish statute--the Minnesota Legislature and appointed by the Minnesota Commissioner of Education), 1992-94

Focus Group Participant, U.S. Department of Education Task Force to Develop a Program Agenda for Part E: Research in the Education of Individuals with Disabilities

Member, National Institute on Disability and Rehabilitation Research Long-Range Plan Steering Committee, 1995-97

Member, Governor's (Minnesota) Workforce Development Council, 2000-2002

Member, United Way (Hennepin County) Community Service Division, 1999-2001

Commissioner, Midwestern Higher Education Commission, 1997-2002

Member, Board of Directors, Achieve!Minneapolis, Minneapolis Public Schools, 2001-2006

Trustee, Mississippi River Fund, 2004-2011

Member, Board of Directors, Minnesota Early Learning Foundation (appointed by Minnesota Governor Tim Pawlenty), 2006-present

Member, Board of Directors, Minnesota Orchestra, 2006-2011

Member (co-chair for 2007), CEOs Against Cancer, American Cancer Society, 2007-2011

Member, Campaign Cabinet, Greater Twin Cities United Way, 2009-2011

Committee Co-chair, Consensus Agenda for Minnesota's Early Childhood System, Minnesota BUILD Initiative, 2010

Member, Minneapolis Riverfront Development Initiative Steering Committee, 2011

Member, Board of Directors, Minneapolis Parks Foundation, 2011-present