

Resume' 2008

**Dr. C. Kenneth Tanner, Professor
Educational Leadership
125 River's Crossing
The University of Georgia
Athens, GA 30605
706 542 4067
cktanner@uga.edu**

Education:

Post Doctoral Studies

Policy Studies – Maxwell School, Syracuse University - 1985
Problem Based Learning - Stanford University - 1994
School Design - University of Virginia - 2000
Leadership - Harvard University- 2004

Doctor of Education

The Florida State University
Educational Administration
Operations Research and Systems Analysis
Statistics

Master of Science

The Florida State University
Educational Administration
Mathematics Education

Bachelor of Science

Troy University
Mathematics
Science
Psychology

Academic and professional positions held:

2005 –2007

Visiting Professor – Educational Facilities Planning
National Cohort of Business Officers at Independent Schools
Johns Hopkins University
Baltimore, MD

2002 – 2004

Visiting Professor – Fort Valley State University
Cooperative Doctoral program, Program Chair
Statistics Instructor

1985-Present

Professor of Educational Leadership, College of Education
University of Georgia

1985 – 1987

Coordinator of Graduate Programs
Educational Leadership
University of Georgia

1982-1985

Associate Professor of Educational Leadership, College of Education
University of Georgia

Prior to 1982

Associate Professor, Educational Administration and Supervision
The University of Tennessee, Knoxville

Public School Administrator – Federal Projects Director (Florida and Louisiana)

Mathematics and Science Teacher – Public High School (Alabama and Florida)

Mathematician – Statistician – U. S. Civil Service (Florida)

Recent Experience with Ed.D. Programs and Distance Learning

- Since 1997, I have developed or reconstructed all the courses that I teach to utilize technology, with an emphasis on distance learning. All courses are taught with the assistance of the Internet and Web CT. These activities and courses are devoted to school facilities improvement, with the theme of school redesign and improvement, emphasizing data-based research.
- I have served on committees with university officials on several occasions regarding the cooperative doctoral programs and partnership programs in Georgia. From 2003 to 2005, I was the contact person and chair for the Cooperative Doctoral Program with Fort Valley State University.

- I created an extensive online program in school planning, design and Web CT. This was facilitated through the sponsorship of the Georgia Board of Regents. The program serves educational facility planners, school administrators and leaders, and school architects. See, for example:
<http://www.coe.uga.edu/sdpl/programswebct.html>
- Recent distance learning activities include work on the development and implementation of on-line certification for school leaders. This program may be viewed at: <http://www.coe.uga.edu/sdpl/practicumlinks.html> The development and implementation of this program was achieved through joint efforts of professors Swan, Holmes, and Tanner.
- I worked as a committee member on the Community and Technical College Leadership Initiative.
- During the past five years, I served on 38 doctoral advisory, examining, and reading committees for Ed. D. students.
- Graduate courses taught in last five years

Statistics - Fort Valley State University (UGA Partnership Program with FVSU)
 Doctoral Research
 Research in Educational Administration
 Directed Doctoral Readings
 Shared Governance in Schools
 School Staff Development
 Special Problems in Educational Leadership
 Educational Policy Analysis
 Educational Planning
 Designing Outdoor Learning Environments
 Design of Educational Learning Environments
 School Design and Management
 M and O of Educational Facilities
 Strategic Planning

Service as a referee or member of advisory panel for a federal, state, or private agency allocating research funds.

National Summit on School Design 2005 -
 American Architectural Foundation
 Knowledge Works Foundation
 Washington, DC

Federal Advisory Panel - National Clearing House of Educational Facilities, Washington, DC – 2000 -

Federal Advisory Panel - National Academy of Building Sciences, Washington, D. C. – 1999 -

Service on important extra-university, professional committees.

- Chairperson:
- a. College of Education Admissions Committee
 - b. Partnership Program in Educational Leadership
 - c. Program Committee in Educational Leadership
 - d. Graduate Programs Committee on Research
 - e. Promotion and Graduate Faculty Committee
 - f. Tenure Review Committee (Frequently)
- Member:
- a. Technology Committee, College
 - b. Executive Leadership Committee
 - c. Committee to Study Feasibility of Ph. D. in Education

Selected Publications:

Books and Chapters:

Tanner, C. K. & Lackney, J. (2006). Educational Facilities Planning: Leadership, Architecture, & Management. Boston, MA: Allyn and Bacon.

Stinchcomb, H. G. & Tanner, C. K. & (1995). Leadership and the superintendent's role in facilitating change. (Part II). Atlanta, GA: Georgia Leadership Academy, Georgia Department of Education.

Tanner, C. K. & Stinchcomb, H. G. (1994). Leadership and the superintendent's role in facilitating change. (Part I). Atlanta, GA: Georgia Leadership Academy, Georgia Department of Education.

Tanner, C. K., & Holmes, C. T. (1985). Microcomputer applications in educational planning and decision-making. New York, N. Y.: Teachers College Press.

Tanner, C. K., & Chism, P. J. R. (1996). A comparison of student's achievement in applied mathematics for TECH PREP and Algebra I. In R. L. Joyner (Ed.), Research for education in a democratic society (pp. 95-107). New York: (Vocational Education Special Interest Group), 1996 AERA Proceedings.

Tanner, C. K., & Warr, C. N. (1993). Variables that predict level of job satisfaction and intent to leave present employment among secondary teachers of vocational/technical education in the United States. In D. H. Redmann (Ed.), Proceedings of the American Educational Research Association 1993 Annual Meeting (Vocational Education Special Interest Group) (pp. 191-247) . Baton Rouge, Louisiana: Louisiana State University.

Tanner, C. K. (1991). Planning in the context of state policy making. In R. V. Carlson & G. Awkerman (Eds.), Educational planning: Concepts, strategies, and practices (pp. 87-108). New York: Longman.

Selected Articles: (Senior author is the lead or first author in each entry.)

Tanner, C. K. (In Press). Explaining relationships among student outcomes and the school's physical environment. Journal of Advanced Academics.

Tanner, C. K. (2006). Effects of the school's physical environment on student achievement. Educational Planning, 15(2), 25-44.

Tanner, C. K. & Andersen, S. (2002). Toward a pattern language theory of middle school design. Educational Planning, 13(3), 3-20.

Tanner, C. K. & Morris, R. (2002). The relationship between school facilities and teacher and student morale in schools. School Business Affairs, 68(10), 4 - 8.

Tanner, C. K. (2001). Into the woods, wetlands, and prairies. Educational Leadership, 58(7), 64-66.

Tanner, C. K. (2001). Classroom size and number of students per classroom. The Educational Facility Planner, 36(2), 11-22.

Tanner, C. K. (2000). The classroom: Size versus density. School Business Affairs, 66(12), 21-23.

Tanner, C. K. (2000). School design factors that influence student learning. Educational Planning, 12(1), 45-54.

Tanner, C. K. (2000). The influence of school architecture on academic achievement. Journal of Educational Administration, 38(4), 309-330.

Tanner, C. K. (1999, May). A design assessment scale for elementary schools. Design Share, 1-8, [<http://www.designshare.com/Research/TannerES/DASE1.htm>]

Tanner, C. K. & Stone, C. D. (1998). School improvement policy: Have administrative functions of principals changed in schools where site-based management is practiced? Educational Policy Analysis Archives, 6(6), 1 - 22.

Tanner, C. K., Galis, S. A. (1997). Student retention: Why is there a gap between the majority of research findings and school practice? Psychology in the Schools, 34(2), 107-114.

Tanner, C. K., Galis, S. A., & Pajak, E. F. (1997). Problem-based learning in advanced preparation of educational leaders. Educational Planning, 10(3), 3-12.

Tanner, C. K., Linscott, J. V., & Galis, S. A. (1996). Inclusive education in the United States: Beliefs and practices among middle school principals and teachers. Educational Policy Analysis Archives, 4(19), 1-31.

Tanner, C. K., & Chism, P. J. R. (1996). The effects of administrative policy on mathematics curriculum, student achievement, and attitudes. The High School Journal, 79(4), 315-323.

Tanner, C. K., & Galis, S. A. (1996). Inclusive education issues in rural Georgia's elementary schools. Elementary Principal, 4(1), 16-20.

Galis, S. A., & Tanner, C. K. (1995). Inclusion in elementary schools: A survey and policy analysis. Educational Policy Analysis Archives, 3(15), 1-23.

Tanner, C. K., & Dennerd, V. R. (1995). Leadership behavior of the high school principal and assistant principal for instruction. The High School Journal, 78(3), 172-182.

Tanner, C. K., & Decotis, J.D. (1995). The effects of continuous-progress non-graded primary school programs on student performance and attitudes toward learning. Journal of Research and Development in Education, 28(2), 135-144.

Tanner, C. K., Keedy, J. L., & Galis, S. A. (1995). Problem-based learning: Relating the "real world" to principalship preparation. The Clearing House, 68 (3), 154-157.

Tanner, C. K., & Decotis, J. D. (1994). The effects of a continuous-progress, non-graded program on primary school students. Educational Research Spectrum, 12(3), 41-49.

Tanner, C. K., & James, C. (1994). A look at Georgia's policy on testing kindergarten children. Georgia's Elementary Principal, 2 (2), 23-26.

Tanner, C. K., & Combs, F. E. (1993) Student retention policy: The gap between research and practice. Journal of Research in Childhood Education, 8 (1), 69-77.

Tanner, C. K., James, J. C., & White, C. S. (1993). Testing policy as part of kindergarten entrance procedures. Journal of School Leadership, 5, 549 -565.

James, J. C., & Tanner, C. K. (1993). Standardized testing of young children. Journal of Research and Development in Education, 26 (3), 143-152.

Keedy, J. L., & Tanner, C. K. (1992). School-site strategic planning and service marketing in the 1990s: Implications for educational planners. Educational Planning, 8 (4), 21-26.

Tanner, C. K., & Griffeth, R. H. (1991). Parental choice: Implications for policy making in independent and public schools. Journal of Research and Development in Education, 25(1), 26 - 39.

Tanner, C. K., Schnittjer, C. J., & Atkins, T. T. (1991). Effects of the utilization of management strategies on stress levels of high school principals in the United States. Educational Administration Quarterly, 27(2), 203-224.

Tanner, C. K., & Atkins, T. T. (1990). Planning for stress reduction in the high school principalship. The High School Journal, 74(1), 22-37.

Tanner, C. K. (1989). Probable impacts of education policy issues on at-risk students. Journal of Research and Development in Education, 22(2), 1-6.

Tanner, C. K. (1989). Positive educational policy with negative impacts on students. The High School Journal, 72(2), 65-72.

Tanner, C. K., & Wilbanks, J. W. (1988). Perceived equity among technical and community college personnel: Issues and policy proposals. Journal of Educational and Psychological Research, 8(3), 1-14.

Tanner, C. K. (1987). Planning physical environments for middle schools. American Middle School Education, 10(3), 22-27.

Tanner, C. K., & Liska, R. W. (1987). Indoor air pollution as an issue in planning schools. Journal of the Council of Educational Facilities Planners, International, 25(5), 9-11.

Tanner, C. K. (1986). (Review of None of the above: Behind the myth of scholastic aptitude). Journal of Teacher Education, 37(2), 61-62.

Tanner, C. K., & Brown, D. D. (1986). Public school expenditure policy in the United States. Planning and Changing, 17, 119-126.

Tanner, C. K. (1986). Technical aspects of educational excellence: A dissemination model for research and planning. Educational Planning, 5(3), 15-25.

Tanner, C. K. (1985). Policy planning and analysis: Implications for research. Educational Planning, 4(4), 25-33.

Tanner, C. K. (1985). Planning and site selection involving groups. Journal of the Council of Education Facility Planners, International, 23(2), 10-13.

Tanner, C. K., & Ebers, S. M. (1985). Factors related to beginning teacher's successful completion of a competency evaluation. Journal of Teacher Education, 36(3), 41-54.

Tanner, C. K. (1984). Afterthoughts on educational planning and decision-making. International Society for Educational Planning, 1(3), 4 -13.

Tanner, C. K. (1984). Planning and site selection for public places. Journal of the Council of Educational Facility Planners, International, 22(2), 6-8.

Grants and Contracts Received.

Objective Measurements of Student Performance as a Function of the School's Physical Environment (Carpet and Rug Institute - \$76,718.00 -Funded 2001 - 2004)

School Architecture and Student learning (Sr. Faculty Research grants, UGA - \$12,300.00 - Funded 1998)

Effects of Built Learning Environments on Student learning (College of Education, UGA \$4,940.00 - Funded 1998)

Designing School Environments for Learning (Office of Information and Instructional Technology) (\$10,000.00 - Funded 1997)

Distance Education (College of Education \$2,000.00 - Funded 1997)

Outreach Program (College of Education \$5,000.00 - Funded 1997)

Instructional Improvement Grant (Regents) \$20,000.00 - Funded 1996)

Papers Presented to Professional and Learned Societies

Tanner, C. K. (2008, February 25). How to Design a School That Affects Student Outcomes. Paper presented at the National Business Officers Symposium, New York, N.Y.

Tanner, C. K. (2007, May 30). Research Based Designs for Building 21st Century Schools in Arizona. Paper Presented at the Symposium on Building 21st Century Schools, Arizona School Facilities Board and the Arizona Association of School Business Officials, Casa Grande, Arizona.

Tanner, C. K. (2007, April 12). Explaining the Relationships Among Student Outcomes and the School's Physical Environment. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Il.

Tanner, C. K. (2007). Educational Facility Planning: A Participatory Process. Paper Presented to the NSSEA School Products Exposition, Georgia World Congress center, Atlanta, GA (March 2, 2007).

Tanner, C. K., & McMichael, C. (2005). Perspectives of School Facility Design Held by Planners, Architects, and Educators. Paper presented at the annual conference of the Council of Educational Facility Planners, International, San Antonio, Texas (September 29-30; October 1-3).

Tanner, C. K. (2004). A Model for Developing Educational Learning Environments. Paper presented at the 34th Annual Conference of the International Society for Educational Planning, Washington, D.C. (October 6 - 10).

Tanner, C. K., & Morris, R. (2003). The effects of public school's health-related physical characteristics on student outcomes. Paper presented at the 33rd Annual Conference of the International Society for Educational Planning, Seattle, Washington (October 22 - 26).

Tanner, C. K., Langford, A., & Folden, C. (2002). The importance of interior design elements as they relate to student achievement. Paper presented at the annual conference of the Council of Educational Facility Planners, International, Scottsdale, AZ, (October 19-22).

Tanner, C. K., Langford, A., & Folden, C. (2002). Perspectives on how the school's physical environment makes a difference in safety, security, and student performance. Paper presented at the annual conference of the Council of Educational Facility Planners, International, Southeast Region, Myrtle Beach, SC. (April 7 - 10).

Tanner, C. K. (2001, May 11). Does the school's physical environment influence academic achievement? Paper presented at the forum on school facilities research and information dissemination, National Clearinghouse for Educational facilities, Washington, D. C.

Tanner, C. K. (2001, October 14). The elementary school's physical environment and its relationship to academic achievement. Paper presented at the annual conference of the International Society for Educational Planning, Atlanta, Georgia.

Tanner, C. K. (2000, October 12). A comparison of multicultural aspects of school design and student achievement. Paper presented at the annual conference of the International Society for Educational Planning, Port of Spain, Trinidad.

Tanner, C. K. (1999, November 2). Testing the design assessment scale. Paper presented at the annual conference of the Council of Educational Facility Planners, International, Baltimore, MD.

Tanner, C. K. (1999, April 19). A design assessment scale for elementary schools. Paper presented at the Council of Educational Facility Planners, International Conference, Southeast Region, Richmond, VA (April 18- 20).

Tanner, C. K. (1998, October 4). School design and student achievement. Paper presented at the annual conference of the Council of Educational Facility Planners, International, Vancouver, B. C., Canada.

Tanner, C. K., & Stueck, L. (1998, April 14). Design aspects of an instructional neighborhood. Paper presented at the Council of Educational Facility Planners, International Conference, Southeast Region, Myrtle Beach, South Carolina (April 12 -15).

Tanner, C. K. (1997, September) Basic design Factors for learning environments. Paper presented at the annual conference of the Council of Educational Facility Planners, International, Phoenix, AZ.

Tanner, C. K., & Chism, P. J. R. (1996, April 12). A comparison of student's achievement in applied mathematics for TECH PREP and algebra I. Paper presented at the annual meeting of the American Educational Research Association, New York.

Tanner, C. K. (1995, October). Total quality management: The missing principle for school-based planning, administration, and decision-making. Paper presented at the annual conference of the International Society of Educational Planning, San Diego, CA.

Tanner, C. K. (1995, May 5). The Bayesian model: An application in student population forecasting. Paper presented at the Colloquium on Educational Administration, The Ohio State University.

Tanner, C. K., & Decotis, J. D. (1994, April). The effects of continuous progress, nongraded programs on primary school students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Tanner, C. K., & Warr, C. N. (1993, April). Variables that predict level of job satisfaction and intent to leave present employment among secondary teachers of vocational/technical education in the U.S. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Tanner, C. K. (1992, October). Planning for the implementation and evaluation of technology in schools using site-based management and cooperative learning Paper presented at the annual conference of the International Society of Educational Planning, Virginia Beach, Virginia.

Tanner, C. K. (1991, October). Environmental scanning in the eighth fastest growing county in the United States (1980 - 1990). Paper presented at the annual conference of the International Society of Educational Planning, Oklahoma City, OK.

Tanner, C. K. (1988, October). Impacts of recent policy decisions on educational planning. Paper presented at the annual conference of the International Society of Educational Planning, Austin, TX.

Tanner, C. K. (1988, April). The impact of excellence in education policy on at risk Hispanic students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Tanner, C. K., & Brown, D. D. (1986, March). Public school expenditure policy in the United States. Paper presented at the 1986 annual conference of the Eastern Educational Research Association, Miami, Florida.

Tanner, C. K. (1985, October). Technical aspects of planning for educational excellence. Paper presented at the 1985 annual meeting of the International Society of Educational Planning, Kansas City, Mo.

Tanner, C. K., & Ebers, S. M. (1985, March-April). Evaluation of beginning teachers in a performance-based certification program. Paper presented at the 1985 annual meeting of the American Educational Research Association, Chicago, Illinois.

Tanner, C. K. (1984, October). Policy planning and evaluation interface. Paper presented at the 1984 annual meeting of the International Society of Educational Planning, New Orleans, Louisiana.

Tanner, C. K. (1984, June). The process of teaching how to analyze policy arguments: A modified Delphi approach. Paper presented at the Conference on Teaching Policy Studies Skills, The Maxwell School, Syracuse University.

Tanner, C. K. (1984, February). A statistical analysis of educational policy arguments: A study of five recommendations made by the National Commission on Excellence in Education. Paper presented at the 1984 annual meeting of the Eastern Educational Research Association, West Palm Beach, Florida.

Tanner, C. K. (1983, October). Planning for boundary and site selection with breaking point models. Paper presented at the 1983 annual conference of the International Society of Educational Planning, Burlington, Vermont.

Tanner, C. K. (1983, April). Intragroup inconsistency in public policy analysis. Paper presented at the 1983 annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.

Monographs and Service Research

Tanner, C. K. (2006). Evaluation of the 21st Century Community Learning Centers, McDuffie County Georgia.

Tanner, C. K. (2005). Research Colloquium: The Influence of School Design on Student Outcomes. Papers Presented to Hayes Large Architects LLP, Athens, Georgia (September 21, 2005)

Tanner, C. K. (2004, July 14). Student Population and Demographic Analysis of Monroe County Schools. School Design and Planning Laboratory. University of Georgia, Athens.

Sessions Organized and Chaired or Service as a Discussant at Professional Meetings.

Chair, Research Review Committee, Council of Educational Facility Planners, International, 2001- present.

Discussant, Publication Policy, International Society of Educational Planning, 2000

Service as an Editor, Members of an Editorial Board, or as a Referee for a Scholarly Journal; Other Editorial Work.

Reviewer, Children, Youth and Environment. 2003 -

Editorial Board, Journal of School Leadership. 1990 - 1994

Editorial Board, Educational Planning. 1985 -

Editorial Board and Reviewer, The Journal of Social Studies Research. 1984 - 1996

Referee, Journal of Research and Development in Education. 1990 – 2000

Reviewer, Education Research Quarterly. 2000 -

Reviewer, Urban Education 1993 – 1999

Reviewer, Educational Facility Planner, 1997 -

Referee, Policy Studies Review, Policy Studies Organization. 1981- 1985

Editor, Educational Administration Abstracts (Policy Section) 1982 - 1987

Occasional Reviewer, Educational Administration Quarterly. 1984 -

Dissertations Directed in the Past Five Years

Mike Gatlin, University of Georgia, 2007

Mary Ann Jones, University of Georgia, 2006

Jennifer Hadden, University of Georgia, 2005

Ken Prichard, University of Georgia, 2005
Vicki Rogers, University of Georgia, 2005
Karen Bryant, University of Georgia, 2005
Christopher McMichael, University of Georgia, 2004
Susan Simpson, University of Georgia, 2004
David Phillips, University of Georgia, 2004
Lynda Luckie, University of Georgia, 2004
Mark Jones, University of Georgia, 2004
Rex Wallace, University of Georgia, 2003
Roy Morris, University of Georgia, 2003
Joy Tolbert, University of Georgia, 2003
Ann Langford, University of Georgia 2003
Cathy Folden, University of Georgia, 2003

Special Honors Received for Academic Achievement.

University of Georgia Career Center – Career Development of UGA Students, 2006

Recognized Educational Facility Planner (REFP), CEFPI, 2005, 2006, 2007

Danforth-Johnson Scholar - Stanford University, 1993

Faculty Evaluations

Evaluations have been consistent, with “above average” results. These are available upon request.

Student Evaluations

Student Evaluations, over the past five years, have averaged between the “Very Good” to “Superior “ range. These are available upon request.

Personal Data

Present rank: Professor

Date appointed: March 1985

Graduate Faculty of Education 1983 - Present

Graduate Faculty of Engineering 2001 - Present

Member, Graduate Faculty of the University of Georgia since 1983

Reappointed: May 2003

Tenured Professor

Post-Tenure Review Completed November 2003