

Philip I. Kramer
1343 8th Avenue North, Saint Cloud, MN, 56303-1705
philipikramer@gmail.com
(320) 237-6837 (Mobile)

Education

Doctor of Education

The University of Utah, Department of Educational Leadership and Policy, May 2003.
Dissertation Title: "Planning, Designing, and Conducting Systemwide Assessment in Higher Education: A Case Study of Utah's General Education Pilot Assessment."

Master of Arts

Sonoma State University, Department of Psychology, August 1990.

Bachelor of Arts

University of California, Los Angeles, Department of Political Science, September 1978.

Academic Experience

Director, Office of Academic Assessment and Effectiveness, College of Saint Benedict and Saint John's University, June 2006 to Present.

Housed within Academic Affairs, the Office of Academic Assessment and Effectiveness works to advocate evidence informed decision making across the institution. Through education, support, and leadership for the assessment of student learning and the facilitation of the comprehensive undergraduate academic program review process, the Office of Academic Assessment and Effectiveness assists faculty and staff as they collect and review evidence in order to improve student learning through academic programs and departments, the general education learning outcomes, and academic offices.

- Serve as campus-wide leader at the College and University in efforts to plan, design, analyze, and report on curricular, co-curricular, and extracurricular student outcomes assessment, disciplinary program review, non-academic program review, institutional reaccreditation efforts with The Higher Learning Commission, professional disciplinary accreditation efforts, and academic quality assurance and improvement efforts and programs.
- Co-lead with the Academic Dean all faculty development activities to improve pedagogy and curricula using the assessment of student learning outcomes.
- Serve as campus-wide leader at the College and University in grant evaluation and grant assessment.
- Serve as expert and mentor in quantitative research design and analysis.
- Serve as Principal contact for the College and University for the National Council for State Authorization Reciprocity Authorization (NC-SARA) for distance education.
- Conduct special projects at the request of the Presidents and the Provost.

Assistant Professor, College of Saint Benedict and Saint John's University, Education Department, June 2006 to June 2009. Teach undergraduate courses in the Education major and in the Common Curriculum.

Assistant Professor, The University of Texas at El Paso, Educational Leadership and Foundations Department and the Teacher Education Department, August 2003 to June 2006. Teach graduate courses in quantitative and qualitative research methodology, higher education policy and politics, and dissertation preparation.

Graduate Research Assistant and Teaching Assistant, The University of Utah, Department of Educational Leadership and Policy, March 2001 to May 2003.

Doctoral Student Member, Utah State Board of Regents' Task Force for General Education, January 2001 to May 2003.

Academic Program Manager, Career Management Team Manager and Specialist, Division of Continuing Education, The University of Utah, October 2000 to February 2002.

- Develop, teach, and manage noncredit leadership courses for public education and higher education faculty and administrators
- Manage team of career counselors; responsible for day-to-day administration and supervision of the team
- Manage and serve as career counselor for students in leadership courses
- Provide career counseling for members of the community

Interim Director, Career Employment Services Department; *Assistant Director*, Career Counselor, Learning Disability Assessment Counselor, Academic Advisor, Adventure Learning Facilitator, Career and Academic Counseling Department, Utah Valley State College, January 1995 to October 2000.

- Provide career counseling including interpretive sessions for various assessment instruments; prepare individual and summarized written reports and other related correspondence; administer, score, and produce individual score reports for student psycho-educational, neuropsychological, competency tests, and vocational assessment instruments
- Provide academic advisement for undecided students
- Lead project management teams; cultivate new relationships and partnerships with employers, faculty, students, alumni, academic deans, and department chairpersons
- Serve as member of the Affirmative Action/Equal Opportunity Advisory Committee
- Counsel disadvantaged, disabled youth and adults in K-12 and college.

Guest Lecturer, Department of College Success and Academic Literacy, Utah Valley State College, January 1995 to October 2000.

Other Professional Experience

Vocational Rehabilitation Counselor, Brown, Farley & Graham (Santa Rosa, CA); McDonald & Associates (Rohnert Park, CA), January 1992 to December 1994. Provide vocational counseling to disabled employees covered by worker's compensation laws; coordinate with the courts, employers, educational institutions, and insurance carriers to return clients to suitable, gainful employment.

Peace Officer, California Highway Patrol, January 1980 to April 1990. Patrol Officer, Auto-theft Investigation Officer, Weapons Instructor, Dignitary Protection Detail, Officer Safety Instructor, Field Training Officer, Helicopter Observer.

Research Interests

- Pedagogical and curricular improvement
- Continuous quality assurance and improvement
- Student outcomes assessment
- Accreditation
- Accountability
- Faculty development and culture
- Quantitative and qualitative research design
- Stakeholder relationships in higher education

Publications

Refereed Journal Articles

Kramer, P. I., Knuesel, R., & Jones, K. M. (2012). Creating a cadre of assessment gurus (at your institution). *Assessment Update*, 24(4), 5-11.

Kramer, P. I. (2009). The art of making assessment anti-venom: Injecting assessment in small doses to create a faculty culture of assessment. *Assessment Update*, (21)6, 8-10.

Kramer, P. I. (2007). The value of connecting research and practice. *Academic Exchange Quarterly*, 11(2), 159-163.

Kramer, P. I. (2006). Assessment and the fear of punishment: How the protection of anonymity positively influenced the design and the outcomes of postsecondary assessment. *The Journal of Assessment & Evaluation in Higher Education*, (31)5, 597-609.

Kramer, P. I. (Spring 2006). Transforming the participation rates of Hispanics in graduate school education. *Democracy in educational leadership: The unfinished journey towards justice*. UCEA conference proceedings for Convention 2005, Nashville, TN.

Kramer, P. I. & Rincones, R. (Spring 2006). Preparing school and university leaders: The

critical role educational leadership departments can take in narrowing the science and mathematics gap among Hispanic students. Democracy in educational leadership: The unfinished journey towards justice. UCEA conference proceedings for Convention 2005, Nashville, TN.

Kramer, P. I. (2005). Issues of access and excellence: New faculty expectations and evaluations. *Journal of Cases in Educational Leadership*, 8(3), 88-100.

Kramer, P. I., Rincones, R., Satterfield, J. W., Jr., & Sorenson, R. D. (2005). An essay on the conflict between access and excellence: Some perceptions by new faculty. The changing face(s) of educational leadership: UCEA at the crossroads. UCEA conference proceedings for Convention 2004, Kansas City, MO.

Kramer, P. I. (2005). Systemwide assessment of Utah's general education courses. *Assessment Update*, 17(2), 4-6.

Kramer, P. I., Rincones, R., Satterfield, J.W., & Sorenson, R. (2004) The West Texas Rumble: Managing Explosive Institutional Transition from a School of Mines and Metallurgy to a Doctoral/Research Extensive University. [Abstract]. Proceedings of the University Council of Education Administration. (UCEA).

Refereed Book Sections or Chapters

Kramer, P. I. (2009). Integrating assessment, program review, and disciplinary reports, 162-164. In T.W. Banta, K. Black & E. Jones (Eds.), *Designing Effective Assessment: Principles and Profiles of Good Practice in Assessment*. San Francisco: Jossey-Bass.

Kramer, P. I. (2007). Systemwide assessment of Utah's general education courses. In Banta, T. W. (ed.). *Assessing Student Achievement in General Education*. San Francisco: Jossey-Bass, 84-91.

Leffler, A., Kramer, P. I., Jones, N. L., & Safman, P. (Winter 2005). Faculty collaboration and statewide general education reform. In *General Education and Student Transfer: Fostering Intentionality and Coherence in State Systems*. Washington, DC: The Association of American Colleges and Universities.

Non-Refereed Journal Articles

Braun, C. A. & Kramer, P. I. (2009). Uncovering issues with coordination and the impact on mission implementation. In *Headwaters*. Colledgeville, MN: Saint John's University Liturgical Press.

Reports

Dodd, D. H. & Kramer, P. I. (2001). "Report to the General Education Task Force on the Pilot

Assessment of Mathematics and American Institutions across Utah State Colleges and Universities.” Salt Lake City, UT.

Refereed Book Reviews

Kramer, P. I. (2004). “No Child Left Behind? The politics and practice of school accountability.” A review of the book, Peterson, P. E. & West, M. R. (Eds). (2004). No child left behind? The politics and practice of school accountability. Washington, DC: Brookings Institution. In Teachers College Record, 106, (8), 1623-1627. Available online at www.tcrecord.org.

Kramer, P. I. (2004). “Political education: National policy comes of age.” A review of the book, Cross, C. T. (2004). Political education: National policy comes of age. In Teachers College Record, 106 (5), 949-972. & Teachers College Record, 106 (8), 1602-1605. Available online at www.tcrecord.org.

Non-Refereed Book Reviews

Kramer, P. I. (2014). “Handbook on measurement, assessment, and evaluation in higher education.” Secolsky, C. & Denison, D. B. (Eds.). (2011). Routledge, Oxford, United Kingdom.

Refereed Presentations at National and International Conferences

Kramer, P. I., Ice, R., & Wing, C. (2013). “Improving Assessment, Program Review, and Course Evaluations with Online Tools.” Presented at the 2013 Annual Conference of the Higher Learning Commission, April 5-9, 2013, Chicago, IL.

Kramer, P. I., Jones, K., & Retka, P. (2012). “Creating a Culture that Focuses on Assessing LEAP Essential Learning Outcomes without Killing Ourselves.” Presented at the Association of American Colleges & Universities General Education and Assessment: New Contexts, New Cultures Conference. February 23-25, 2012, New Orleans, LA.

Kramer, P. I., Knuesel, R., & Jones, K. (2011). “Successful Assessment Leadership: Helping Senior Campus Administrators Help Faculty.” Presented at the Indiana University Purdue University Indiana 2011 Assessment Institute Conference. October 30-November 1, 2011, Indianapolis, IN.

Kramer, P. I. & Knuesel, R. (2010). “Strengthening the Culture of Assessment through Faculty Development and Shared Governance.” Presented at the Indiana University Purdue University Indiana 2010 Assessment Institute Conference. October 24-27, 2010, Indianapolis, IN.

Kramer, P. I. (2009). “Creating student outcomes assessment and program review dashboards: Does stakeholder context matter?” Presented at the American Evaluation Association 2009 Annual Conference, “Context and Evaluation.” November 11-14, 2009, Orlando, FL.

Kramer, P. I. & Knuesel, R. (2009). "Improving teaching and learning through shared governance: Creating a culture of inquiry, collaboration, and collegiality." Presented at the American Association of Colleges and Universities' Network for Academic Renewal Conference, "Shaping Faculty Roles in a Time of Change: Leadership for Student Learning." April 2-4, 2009. San Diego, CA.

Kramer, P. I. (2008). "A Meta-evaluation of institutional outcomes assessment: The confluence of assessment policy, procedure, and practice." Presented at the Indiana University Purdue University Indiana 2008 Assessment Institute Conference, October 26-28, 2008, Indianapolis, IN.

Kramer, P. I. (2008). "The art of making assessment anti-venom: Injecting assessment in small doses to create a faculty culture of assessment." Presented at The Association for Institutional Research Annual Forum, May 24-28, 2008, Seattle, WA.

Kramer, P. I. (Panel Chair), Pacheco, A. Rincones, R. & Mendez, Z. (2006). "A culture of conflict: The evaluation of school-university math-science partnerships and the challenges of change." Presented at the American Evaluation Association 2006 Annual Conference, "The Consequences of Evaluation." November 1-4, 2006, Portland, OR.

Kramer, P. I. (2006). "Involving university science faculty in the preparation of teachers: The call and the challenge of participation." Paper and presentation delivered at the American Evaluation Association 2006 Annual Conference, "The Consequences of Evaluation." November 1-4, 2006, Portland, OR.

Kramer, P. I. (2006). "Faculty fear: The misalignment of faculty rewards and university community partnerships." Paper and presentation delivered at the American Educational Research Association 2006 Annual Meeting, "Educational Research in the Public Interest," April 7-11, 2006, San Francisco, CA.

Kramer, P. I. (2005). "Transforming the participation rates of Hispanics in graduate school education." Paper and presentation delivered at the University Council of Educational Administration Annual 2005 Conference. "Democracy in Educational Leadership: The Unfinished Journey towards Justice." November 10-13, 2005, Nashville, TN.

Kramer, P. I. & Rincones, R. (2005). "Preparing school and university leaders: The critical role educational leadership departments can take in narrowing the science and mathematics gap among Hispanic students." Paper and presentation delivered at the University Council of Educational Administration Annual 2005 Conference, "Democracy in Educational Leadership: The Unfinished Journey towards Justice," November 10-13, 2005, Nashville, TN.

Kramer, P. I. (2005). "Tug-of-war: The tenure and promotion process." Paper and poster presented delivered at the American Educational Research Association Annual 2005 Meeting, "Demography and Democracy in an Era of Accountability." April 11-15, 2005, Montreal, Canada.

Kramer, P. I. (2005). "The new, inclusive academy: Increasing minority professors in science, technology, engineering, and mathematics" Paper and presentation delivered the Annual 2005 Meeting of the Association of American Colleges and Universities. "Liberal Education and the New Academy: Raising Expectations and Keeping Promises," January 26-29, 2005, San Francisco, CA.

Dillingham-Evans, D., Kramer, P. I., Jones, N. L., Leffler, A., & Safman, P. (2005). "Using faculty values to assess and improve general education." Paper and presentation delivered at the Annual 2005 Meeting of the Association of American Colleges and Universities. "Liberal Education and the New Academy: Raising Expectations and Keeping Promises," January 26-29, 2005, San Francisco, CA.

Kramer, P. I., Satterfield, J.W., Rincones, R., & Sorenson, R. (2004). "The West Texas Rumble: Managing Explosive Institutional Transition from a School of Mines and Metallurgy to a Doctoral/Research Extensive University." Paper presented at the University Council of Educational Administration Annual 2004 Conference. "The Changing Face(s) of Educational Leadership: UCEA at the Crossroads," November 11-14, 2004, Kansas City, MO.

Kramer, P. I., Satterfield, Jr., J., Sorenson, R., & Rincones, R. (2004). "Playing tug-of-war in the teaching and learning process: The struggle between access and excellence." Paper and presentation delivered at the University Council of Educational Administration Annual 2004 Conference. "The Changing Face(s) of Educational Leadership: UCEA at the Crossroads," November 11-14, 2004, Kansas City, MO.

Kramer, P. I., Satterfield, Jr., J., Sorenson, R., & Rincones, R. (2004). "Access and excellence: The tug-of-war dichotomy in the teaching and learning process." Paper and presentation delivered at the Carnegie Foundation for the Advancement of Teaching's Colloquium, "The Scholarship of Teaching and Learning: Building Knowledge, Improving Learning," March 31-April 1, 2004, San Diego, CA.

Invited Presentations

Kramer, P. I. (2007). "Challenges and solutions: Making meaning of liberal arts assessment." An invited keynote presentation at the "Learning beyond Measure? Assessing the Liberal Arts" Conference, a part of the Seventh Annual Conversation on the Liberal Arts, sponsored by the Gaede Institute for the Liberal Arts, Westmont College, February 16-17, 2007, Santa Barbara, CA.

Munter, J. & Kramer, P. I. (2004). "Framing the questions for the scholarship of teaching: A practical beginning." An invited presentation for UTEP faculty members, sponsored by The Center for Effective Teaching and Learning, The University of Texas at El Paso, April 16, 2004, El Paso, TX.

Munter, J. & Kramer, P. I. (2004). "The scholarship of teaching and learning: How does it fit into what I do?" An invited presentation for UTEP faculty members, sponsored by The Center for Effective Teaching and Learning, The University of Texas at El Paso, April 5, 2004, El Paso, TX.

Kramer, P. I. (2003). "Faculty-designed, faculty-led general education assessment works." An invited lecture delivered at the Fourth Annual Conference of Statewide General Education Requirements. Invitation extended by the Association of American Colleges and Universities, the U. S. Department of Education's FIPSE Office, and the State Higher Education Executive Officers, May 21, 2003, Washington, D.C.

Kramer P. I. (2003). "The results of Utah's systemwide assessment of higher education: Purpose, Process, Politics, and the Future." An invited lecture delivered to the Utah State Board of Regents' Task Force for General Education, April 25, 2003, Salt Lake City, UT.

Dodd, D. H. & Kramer, P. I. (2001). "Report to the regents on the pilot assessment test of general education." An invited presentation for the Utah State Board of Regents, December 5, 2001, Salt Lake City, UT.

Kramer, P. I. & Dodd, D. H. (2001). "The results of the systemwide assessment." An invited presentation for faculty in the Utah System of Higher Education. November 12, 2001, Office of the Utah Commissioner of Higher Education, Salt Lake City, UT.

Major Research Projects

Kramer, P. I., Jones, K. (Campus Leaders). Wabash Center of Inquiry Study 2010. August 2010 to October 2012. Multi-methodological approach to defining and measuring how the institutions add value to students' critical thinking and analytical reasoning skills over their four years of college at CSBSJU.

Kramer, P. I. (Principal Investigator) & Braun, C. (Co-Principal Investigator). College of Saint Benedict and Saint John's University. "Mission and Integrity: Perceptions across CSBSJU." Survey Research. This research was part of the institutional self-study process in preparation for the October 2008 accreditation visit by the Higher Learning Commission. December 2006 to April 2008.

Kramer, P. I. (Principal Investigator) & Braun, C. (Co-Principal Investigator). College of Saint

Benedict and Saint John's University. "Exploration of Institutional Mission and Integrity." Focus group research. This research was part of the institutional self-study process in preparation for the October 2008 accreditation visit by the Higher Learning Commission. December 2006 to October 2008.

Pacheco, A. (Principal Investigator) & Kramer, P. I. (Co-Principal Investigator), Rincones, R. (Co-Principal Investigator), & Mendez, Z. (Co-Principal Investigator). National Science Foundation. Supported by a \$29 million grant from the National Science Foundation, The El Paso Math-Science Partnership (MSP) is a K-16 initiative to improve K-12 student achievement in mathematics and science, to reduce the achievement gaps of public school students in the greater El Paso region, and to develop a diverse and well-prepared workforce. A goal of the partnership is to increase the engagement of science, technology, engineering, and mathematics (STEM) faculty in the preparation of K-12 teachers at The University of Texas at El Paso and El Paso Community College. December 2004 to December 2007.

Kramer, P. I. (Principal Investigator). Supported by a grant from the Carnegie Corporation of New York, the Annenberg Foundation, the Ford Foundation, and the Rockefeller Foundation, The University of Texas at El Paso was part of Teachers for a New Era (TNE). TNE was a reform initiative designed to create outstanding teacher education programs at selected colleges and universities. March 2004 to May 2006.

Teaching Experience

Courses Taught

College of Saint Benedict and Saint John's University, Fall 2006 to Spring 2012.

- Faculty Development Course; "Assessment 101," fall and spring semesters, every year from the 2008-2009 academic year to the 2011-2012 academic year. Funded by a grant from the Teagle Foundation. Course designed to expand faculty knowledge and applied skills in student outcomes assessment and learning theory.
- Student Empirical Research Practicum. "Student Outcomes Assessment and Mixed-Methods Research; Improving Teaching and Learning at Liberal Arts Institutions," Spring 2009.
- Senior Seminar (Core 390). "Moral Philosophy in the 21st Century: Living a Life of Meaning," Spring 2008.
- Senior Seminar (Core 390), "Race and Socioeconomic Status: An America Still Divided," Spring 2007.

The University of Texas at El Paso, August 2003 to May 2006.

- Advanced Research Design and Data Analysis (EDRS 6302): Spring 2006, Fall 2004.
- Advanced Statistics (EDRS 5340): Fall 2005, Spring 2004.
- Dissertation Preparation (EDAD 6370): Maymester 2004.
- Educational Research and Statistics (EDRS 5305): Spring 2006, Spring 2005.

- Introduction to Higher Education (EDAD 5390): Fall 2005.
- Politics of Higher Education (EDAD 6370): Fall 2003.
- Qualitative Research Design (EDRS 5306): Fall 2003.
- Introduction to Educational Research (TED 5319): Fall 2004.
- Research for the Classroom Teacher (TED 5300): Fall 2003.

The University of Utah, August 2001 to May 2003.

- Program Planning and Evaluation (ELP 6050), Teaching Assistant with Andrea Rorrer: Spring 2003.
- Quantitative Research Methods in Education (ELP 7040), Teaching Assistant with Diana Pounder: Fall 2001.

Utah Valley State College, January 1995 to October 2000.

- Student Success (CLSS 1000): Spring 1995 to Fall 2000.
- Student Success Topics (CLSS 1010) and Stress Management I: Spring 1995 to Fall 2000.
- Hardiness (CLSS 1040): Spring 1995 to Fall 2000.

Courses Developed

College of Saint Benedict and Saint John's University, Fall 2006 to Spring 2012.

- Assessment 101, Fall 2008-Spring 2012 (this faculty development course on student outcomes assessment and learning theory was funded by the Teagle Foundation).
- Student Outcomes Assessment and Mixed-Methods Research; Improving Teaching and Learning at Liberal Arts Institutions, Spring 2009 (this student course on research design and student outcomes assessment was funded by the Teagle Foundation).
- Race and socioeconomic status: An America still divided," Spring 2007.

The University of Texas at El Paso, August 2003 to May 2006.

- Introduction to Higher Education (EDAD 5390), Fall 2005.
- Educational Research and Statistics (EDRS 5305), Spring 2005.
- Advanced Research Design and Data Analysis (EDAD 6302), Fall 2004.
- Dissertation Preparation (EDAD 6370), Maymester 2004.
- Advanced Statistics (EDRS 5340), Spring 2004.
- Politics of Higher Education (EDAD 6370), Fall 2003.
- Qualitative Research Methodology (EDRS 5306), Fall 2003.
- Introduction to Educational Research (TED 5319), Fall 2004.
- Research for the Classroom Teacher (TED 5300), Spring 2004.

Grant Proposals and Awards

Hinton, M., Knuesel, R., Kramer, P. I., Ice, R., & Erickson, K. (2015). "Faculty Formation to Support Liberal Learning for All." \$100,000 grant proposal submitted to the Andrew W. Mellon

Foundation. (Funded).

Hemesath, M., Knuesel, R., Kramer, P. I., Ice, R., & Erickson, K. (2015). "Faculty Development to Engage Increasingly Diverse Students" \$100,000 grant proposal submitted to the Andrew W. Mellon Foundation. (Funded).

Davis, L., May, B., & Kramer, P. I. (2011). "A New Paradigm: Discarding Disciplinary STEM Silos to Promote Integrative Teaching." \$1,600,000 grant proposal submitted to the Howard Hughes Medical Institute. (Not Funded).

Bohr, P. R., Desjardins, J. & Kramer, P. I. (2009). "Regularizing the Asian studies major at the College of Saint Benedict and Saint John's University." \$141,655 grant proposal submitted to the Undergraduate International Studies and Foreign Language (Title VI) Program of the U.S. Department of Education. (Funded).

Kramer, P. I. & Jones, K. (May 2008). "Systematic assessment: Building capacity and closing the loop." \$149,667 grant proposal submitted to the Teagle Foundation, New York, NY. (Funded).

Kramer, P. I. & Schneider, K. (March 2007). "The purpose and value of liberal learning: Assessing the meaning and importance of a liberal arts education." \$39,502 grant proposal submitted to the Teagle Foundation, New York, NY. (Not Funded).

Kramer, P. I. (July 2006). "Improving value-added assessment: Measuring civic engagement and civic responsibility." \$25,000.00 grant proposal submitted to the Teagle Foundation, New York, NY. (Not Funded).

Kramer, P. I. (October 2005). "The effect of undergraduate intervention programs On graduate school preparation and attendance." \$182,860.00 grant proposal submitted to Educational Testing Service, Princeton, NJ. (Not Funded).

Kramer, P. I. (February 2005). "Understanding the barriers to becoming a science major." \$19,700.00 grant proposal submitted to the Research Corporation, Tucson, AZ. (Not Funded).

Kramer, P. I. (February 2005). "Changing university roles, relationships, and rewards in order to change teaching: A policy analysis of intra-institutional cooperation in the preparation of Teachers." \$10,000.00 grant proposal submitted to The University of Texas at El Paso, El Paso, TX. (Funded).

Kramer, P. I. & Satterfield, Jr., J. W. (June 2004). "Understanding the connection between research and practice: A pilot study of attitudes toward scholarly teaching." \$10,000 funded by

The Carnegie Foundation as part of the larger “Teachers for a New Era” grant awarded to The University of Texas at El Paso by The Carnegie Corporation of New York. (Funded).

Service

Service to the Profession

- Member, The Higher Learning Commission’s Board of Trustees Task Force to review the Commission’s Institutional Policy Handbook, June 2009 to October 2012.
- Editorial Reviewer, Educational Administration Quarterly, University Council of Educational Administration, October 2004 to 2010.
 - “Relationship among leadership preparation practices and leader, school, and student outcomes in K-8 schools.” (Reviewed April 2009).
 - “Commercial pedagogy: A survey of Texas high school principals on school commercialism. (Reviewed April 2007).
 - “A strategic approach for providing a college education with value to satisfy all stakeholders.” (Reviewed January 2007).
 - “Commercial pedagogy: A survey of Texas high school principals on school commercialism.” (Reviewed December 2006).
- Editorial Staff Member, The Journal of Cases in Educational Leadership, University Council for Educational Administration, March 2002 to May 2003.
- Managing Editor, The Consortium for Employability Development, The University of Utah, October 2000 to February 2002.
- Editorial Reviewer, Academy of Management, Public and Nonprofit Division, Presentation articles for the August 2001 Annual Conference.

Service to the Department, College, and University

College of Saint Benedict and Saint John’s University

- Provost Representative, Academic Policies, Standards, and Assessment Committee, 2006-Present.
- Led a 51-faculty member book group using “How learning works: 7 research-based principles for smart teaching.” (2010). Ambrose, S.A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. Jossey-Bass. San Francisco, Fall 2014.
- Member, Education Department Faculty Search Committee, Fall 2006 to Spring 2007.
- Member, Education Department Diversity Committee, Fall 2006 to Fall 2008.
- Member, Accreditation Steering Committee, Fall 2006 to Fall 2008.
- Chair, Ad Hoc Assessment Committee, Summer 2006.
- Member, Ad Hoc Curriculum Committee, Summer 2006.

The University of Texas at El Paso

- Member, Advisory Council, Lumina Foundation Student Success Grant, August 2005 to May 2006.
- Member, Teachers for a New Era Assessment Committee, March 2004 to May 2006.

- Campus Core Leader, Mentoring Newer Scholars of Teaching and Learning, Carnegie Foundation for the Advancement of Teaching, February 2004 to May 2006.
- University of Texas at El Paso and Howard University's Alliance for Graduate Education and Professoriate Program (AGEP) Committee, December 2004 to December 2005.
- Faculty Senate's University Research Institute Committee, October 2003 to October 2005.
- Weekend College Committee, November 2004 to May 2006.
- Library Committee, October 2004 to May 2006.
- Search Committee Member, Associate Dean for Research, College of Education, April 2004 to May 2004.
- Member, Quality Enhancement Planning Committee, College of Education, April 2004 to September 2004.
- Search Committee Member, Department Chair, Educational Leadership and Foundations, January 2004 to June 2004.
- College of Education's Undergraduate Studies Committee, October 2003 to November 2005.
- Member, Educational Leadership and Foundations Department Higher Education Subcommittee, August 2003 to May 2006.
- Teacher Education Department Graduate Committee, August 2003 to May 2005.
- Doctoral student recruiting, El Paso Community College, Spring 2004.
- Student Dissertation Committees
 - Sandra Braham, EdD, Spring 2005. Title of dissertation: "African American middle and high school students' experiences in a predominantly Hispanic educational environment: An exploratory study" (Dissertation of the Year Award)
 - Louisa Aguirre-Baeza
 - Joanne Bogart (Chair)
 - Lisa Campos (Chair)
 - Christiana Heber
 - Maria (Tonie) Kreye
 - Edmund Martinez
 - Leonardo Terrazas, EdD, Spring 2005. Title of dissertation: "Perspectives of spirituality and its influence on leadership in higher education."
- Student Master's Thesis Committees
 - Amanda Keton (Chair), M.A., Teacher Education, Spring 2005. Title of thesis: "Why do gifted and talented minorities opt out of gifted and talented programs?"
 - Kalyani Poornima Peri, M.S., Physics, December 2005. Title of thesis: "Students' Perceptions on Effectiveness of Pedagogical Resources in Two Introductory Calculus Based Physics Courses."

- Student Advisory Committee Chair, Department of Educational Leadership and Policy, 2000-2001.

Awards and Honors

- “Site Mentor of the Year” Award, Saint Cloud State University, Higher Education Administration Program, 2009.
- Excellence in Teaching Award Nominee, The University of Texas at El Paso, College of Education, 2006.
- Excellence in Teaching Award Nominee, The University of Texas at El Paso, College of Education, 2005.

Consulting

- The Office of Educational Assessment, The University of Washington. Provide quantitative methodology expertise with potential and actual clients of the IASystem course evaluation system, November 2016 to Present.
- Pro Bono Statistical and Research Design Consultant to Patrick Barlow, then Ph.D. Candidate, University of Tennessee, Knoxville, University of Tennessee School of Medicine, August 2010 to May 2014.
- Member, Peer Review Corps, Annual Update Reviewer and Systems Appraiser, The Higher Learning Commission-North Central Association of Colleges and Schools (HLC), Academic Quality Improvement Program (AQIP). Review institutional quality improvement systems portfolios, October 2007 to June 2010.
- Researcher, National Science Foundation and The University of Texas at El Paso. Design, conduct, evaluate, and report on STEM faculty culture engagement in preservice teacher education, December 2004 to July 2007.
- Assessment Consultant, US Department of Justice. Evaluate training and education programs sponsored by state, city, and county law enforcement training agencies and academies (U.S. Department of Justice grant administered by Excelsior College, Albany, NY), December 2002 to December 2006.
- Evaluation and Professional Development Consultant, Anthony, Texas Independent School District. Evaluate Texas Education Agency for Anthony, TX High School reformation grant; provide graduate courses for the professional development of teachers, September 2004 to October 2004.
- Research Evaluator, The Association of American Colleges and Universities’ Greater Expectations: The Commitment to Quality as a Nation Goes to College Project and The Project on Accreditation and Assessment, February 2001 to June 2003.

Memberships

- Association for the Study of Higher Education
- American Evaluation Association
- Association for the Assessment of Learning in Higher Education