

MOREEN K. TRAVIS CARVAN, EdD

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PROFESSIONAL EXPERIENCE

**LEADERSHIP IN HIGHER EDUCATION ACADEMIC AFFAIRS AND ASSESSMENT OF LEARNING**

ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE, NORTH CHICAGO, IL 2019 -

**Interim Vice President for Academic and Faculty Affairs (2020)**

Working with the Provost, provide leadership and oversight of the strategic academic initiatives within the University that strengthen and support the interprofessional mission of the University and that facilitate and enhance the student learning experience and student outcomes. Additionally, the VPFAFA strives to unify the faculty to achieve a University culture of academic excellence and shared governance, through a shared vision with the Deans and leadership from all the Schools/Colleges of the campus.

**Sr. Associate Vice President for Academic Affairs and Director of the Center for Teaching and Learning**

Assist the VPAA in articulating the academic vision of the University, and provide support and leadership for the day to day operations of the Office of Academic Affairs. Work collaboratively with University leadership, academic units, and appropriate stakeholders in attaining excellence in degree programs, providing leadership for strategic and academic program review processes, strategic retention and learner success initiatives, and for new program development.

MARIAN UNIVERSITY, FOND DU LAC, WI

2013 -19

**Director, Institutional Effectiveness and Accreditation Liaison Officer (ALO), Office of Academic Affairs**

*Accreditation, Assessment and Assurance for Learning, Innovation and Special Projects*

Lead collaborative design and on-going evaluation of comprehensive system for assuring student learning at Marian University. System components include:

- Oversight of accreditation, including serving as the institution's liaison to the Higher Learning Commission.
- Institutional self-study review and evaluation of learning in the organization (academic programs (curricular and co-curricular), student services, and operations)
- Triangulated system of student learning assessment, data collection and analysis; and
- Decision-making processes grounded in response to evidence of learning outcomes.
- IT workflows supporting large-scale data collection, analysis and management.
- Design and management of feasibility review process supporting innovation and special projects.
- Design and delivery of faculty and staff development and support for evidence-based inquiry into learning at Marian, including use of software platforms supporting data collection and analysis.

UNIVERSITY OF WISCONSIN-PARKSIDE, KENOSHA, WI

2010-13

**Academic Planner, Institute for Professional Educator Development**

*Lead Designer, 21<sup>st</sup> Century Teacher Preparation and Professional Development Initiative*

Led a collaborative composed of 122 administrators, faculty, staff and community stakeholders in the community-based participatory design of a novel system of responsive “21st century” teacher education for Southeastern Wisconsin. Leadership and facilitation included the professional development of community, business and higher education leaders in theory and process of design; creation of cross-cultural design teams, facilitation of their work in programmatic curriculum and assessment design, and coordination of internal and external review and approval of the final program design. See [Institute for Professional Educator Development Core Program](#).

UNIVERSITY OF WISCONSIN SYSTEM

**Academic Project Planner, Office of Academic Affairs**

2007-13

*Lead designer and writer, Wisconsin’s Grassroots Assessment Project.*

Developed grant funded by USDE Federal Improvement of Post-Secondary Education (FIPSE) program. Facilitated a statewide five-year instrument design and professional development initiative centered on the co-design of a standard assessment of teacher candidates’ skilled teaching practice in science and mathematics.

**Coordinator, Marian University FIPSE STAR Team**

2008-09

Conducted component review of existing assessments of content knowledge and pedagogical content knowledge in the science and math education strands of Marian University’s teacher education programs. Lead the work of the Wisconsin Grassroots Assessment Model science project coordinator team in design of the Science Teaching Assessment of Content Knowledge (STACK). Funding provided through the USDE FIPSE Program.

**Consultant, UW-Parkside FIPSE STAR Team**

2010-13

Implemented and evaluated pilot and field testing of the Wisconsin Grassroots Model Assessment (FIPSE) Student Teaching Assessment of Content Knowledge (STACK) instruments. Funding provided through the USDE FIPSE Program.

UNIVERSITY OF WISCONSIN, MILWAUKEE, MILWAUKEE, WI

**Natural Science TNE Design Team, Carnegie Teachers for a New Era Project**

2003-06

Review of existing literature re: urban science teaching, learning, and teacher education and development curriculum. Contributing author to the team report on findings and implications of the review for the design of science teacher education for urban contexts. ([see Year One report](#)).

**Associate Director, Urban Network to Improve Teacher Education (UNITE)**

2000-02

Directed and managed the work of UNITE’s funded initiatives, intended to improve teaching in urban contexts through a redesign of teacher education. The network consisted of representative teams from 20-30 urban universities, working across six specified projects. Working groups published three books, two monographs, and several papers during this two-year timespan. Funding provided by the Ford Foundation, Atlantic Philanthropic Services, and USDE Title II Improving Teacher Education program.

**Co-PI: Evaluation of Wisconsin's Title II Teacher Quality Grant** 2000-02  
 With Dr. Kenneth R. Howey, currently research faculty at SUNY-Albany and senior fellow, Rockefeller Institute of Government. Designed and conducted the external evaluation of Wisconsin's *Title II Teacher Quality Grant*. Evaluated the products and outcomes of the work of design teams for Program Approval, the Professional Standards Board, Initial, Professional and Master Licensure, and Professional Development Planning. Recommendations informed the current structure and function of Wisconsin's comprehensive teacher education program approval process, and policy regarding teacher development and licensure.

**LEADERSHIP IN STATE, REGIONAL AND NATIONAL LEVEL PROGRAM REVIEW AND ASSESSMENT OF LEARNING**

RELEVANT CONSULTATION

**Viterbo University, Wisconsin**

Mock interview and feedback, preparation for HLC Reaffirmation 2018

**Center for Leadership Development, Office of Personnel Management**

Understanding by Design, Faculty Development Workshop 2019

Curriculum and Assessment Redesign, Leadership for a Democratic Society program 2018

HIGHER LEARNING COMMISSION REGIONAL ACCREDITATION

**Accreditation Liaison Officer, Marian University**

2017 -19

**External Conference Committee**

2019 -

**Peer Review Corps**

Chair, Focus and Reaffirmation Visits 2019-

Chair, Substantive Change Review Team 2016-

Federal Compliance Reviewer 2015-

Comprehensive Peer Review and On-Site Evaluation 2014-

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION

**Board of Examiners**

Team Chair, On-site Review 2009-13

On-site Reviewer 2007-13

WISCONSIN ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

**Strong Start to Finish Student Success Project, Education Commission of the States**

Grant Writing and Implementation Task Force, WAICU 2017 -

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI)

**Assistant Director, Teacher Education, Professional Development, and Licensing**

2006-07

Led and administered the work of DPI's teacher education approval and professional development unit (5 reports). Major responsibilities included design and implementation of the state's systems of teacher educator program review and approval, and performance-based educator licensure. Served as state liaison to the National Council for the Accreditation of Teacher Education (NCATE) and to the UW System Academic Affairs and Student Services PK-16 Initiative. Portfolio included these major initiatives:

*Professional Education Program Review and Approval*

Analyzed data on outcomes of the initial pilot of the program review and approval process, designed in response to new state rules; revised program review model processes and procedures based on evidence from the pilot; developed plan for future implementation of the review of licensure-area programs.

*Performance-based Licensure (PDP)*

Analyzed data on the initial pilot of the PDP team trainings, leading to the collaborative development of the one-day training model. Lead initial planning and implementation of the revision of the PDP Toolkits in 2006-07.

*The Wisconsin Master Educator Assessment Process (WMEAP)*

Coordinated the continuing revision of the Wisconsin Master Educator Assessment Process and the development of the second-year pilot of this process.

OHIO DEPARTMENT OF EDUCATION

**Consultant, Division of Professional Development and Licensure**

Science Education and Professional Development and Licensure

1997-2000

*Coordinator and Lead Writer, Ohio Title II State Teacher Quality Grant (1998-2000)*

Facilitated design and writing of Ohio's Teacher Quality Development initiative and grant proposal for the 1998 federal Title II Teacher Quality Program. Upon award of the grant, served as interim coordinator for the initial six months planning process and supervised the work of the coordinator hired for that position until my resignation in December of 2000.

*Teacher Education Program Approval*

Lead consultant in the collaborative design and implementation of Ohio's *Model New Teacher Education* program approval processes. Facilitated the work of deans and directors of teacher education programs in the design of the peer-reviewed self-study process, implementation of the Council for Chief State School Officers (CCSSO) *Interstate New Teacher Assessment and Support* (INTASC) Guidelines across disciplines.

*Select Committee, INTASC Performance-Based Teacher Preparation Project*

Represented the Ohio Department of Education in the national review of the assessment of teacher candidate performance (1998-2000), which was facilitated by CCSSO. The work of this panel was carried forward by Dr. Linda Darling-Hammond and Dr. Ray Pecheone of Stanford University to become the current *edTPA* licensure assessment process.

*Entry Year Program*

Collaborating consultant in the design and implementation of a new teacher induction model based on a mentored entry year. The model was based on the *Santa Cruz New Teacher Project* mentoring and support model.

*Science Education*

Redesign and dissemination of the *Ohio Model Competency-based Science Curriculum*. This work included collaborative planning with the Division of Assessment to validate the state-wide K-12 science assessment exams and ETS Praxis II Content Exams.

## LEADERSHIP IN GOVERNANCE AND SERVICE

### MARIAN UNIVERSITY: ADMINISTRATIVE

- Academic Council
- Academic Planning Group
- Committee on Student Learning
- Ad Hoc General Education Assessment Design Team (2013-14)
- Ad Hoc Assurance for Learning Committee (2013-14)
- Ad Hoc Center for Instruction and Organization Development Committee (2013-14)

### UNIVERSITY OF WISCONSIN-PARKSIDE: ADMINISTRATIVE

- Search Committee: Dean of the College of Social Sciences and Professional Studies

### MARIAN UNIVERSITY: GOVERNANCE

*Fall 2007-2009*

- Faculty Senate
- Higher Learning Commission Assessment Academy
- Committee for Student Learning
- Ad Hoc Technology Taskforce
- School of Education Assessment Committee, Chair
- School of Education, Curriculum Committee
- Teacher Education Program Committee
- Ad Hoc Doctoral Program Committee

### UNIVERSITY OF MILWAUKEE AND UW SYSTEM: GOVERNANCE

*Spring 2001-Spring 2006*

- Faculty Senate
- UWM Children's Center Strategic Planning Committee
- UWM Children's Center Advisory Board
- Lead, UWM Assessment System Design Subcommittee
- Lesbian, Gay, Bisexual and Transgender Advisory Committee to the Chancellor
- Carnegie Teachers for a New Era: Science Design Team
- C&I Graduate Curriculum Committee
- C&I Task Force on Students of Color

### NATIONAL RESEARCH COUNCIL, COMMITTEE ON ASSESSMENT AND TEACHER QUALITY

#### **Expert Witness to the Committee**

**1998-2000**

Invited expert witness and counsel to the NRC Committee on Assessment and Teacher Quality. Recommendations of this committee guided the development of performance-based assessments of skilled practice as a requirement for licensure (Higher Education Act Reauthorization and Title II Teacher Quality reporting). Findings and recommendations are published in *Testing Teacher Candidates: The Role of Licensure Tests in Improving Teacher Quality* (NRC, 2001).

## COMMUNITY-BASED PARTICIPATORY PROGRAM DESIGN, EVALUATION AND RESEARCH

*Crossing Science Thresholds: Teaching the Teachers:*

### **Project Lead Designer and Co-PI**

Facilitated the community-based participatory design of an innovative approach to knowledge sharing across Anishinaabe (Ojibwa) and Western cultures within the K-12 science curriculum. The initial phase involved professional development for graduate and post-doctoral researchers (students), research project principal investigators, and tribal community elders and leaders in strategies for building trust through participatory research and curriculum design. The second phase involved collaborative design of 9<sup>th</sup> grade curriculum integrating knowledge of medicinal plants and seasonal variations in local ecology held by tribal elders. Funding provided through the Native American Research Centers for Health (NARCH) Program and the Great Lakes Intertribal Council.

*Bioinformatics: A Portal to 21st Century Biology;*

### **Project Lead Designer and Co-PI**

2009-10

With Dr. Michael Thomas, Idaho State University. Designed and implemented a community-based participatory process for renewal of the core undergraduate biology curriculum in Idaho's public colleges and universities. Work involved professional development of biology faculty in curriculum design and assessment of learning. Faculty designed novel curriculum teaching concepts, principles and processes of bioinformatics to undergraduates. Guided dissertation research focused on evaluation of the impact on student learning outcomes of one module implemented at Idaho State University. Funded by the Idaho State Board of Education Technology Incentive Grant.

*Marian University's McNair Project*

### **External evaluator**

2006-07

Designed the external evaluation of impact on student learning outcomes and project effectiveness for Marian University's McNair Project. Transferred responsibility for external evaluation upon accepting a position as faculty in the School of Education.

*Science Leadership and Learning*

### **Principal Investigator**

2001-04

Design, development, implementation and management of a three-year science teacher leadership development project. Designed a four-course sequence of leadership development with guided and independent practice. Teacher research and curriculum design was supported through joint participation in the UW Milwaukee Science Education Partnership Award (SEPA), now known as Wisconsin Inquiry-based Science Teacher Education Program (WInSTEP).

*The Wright Connection Project*

### **Project Evaluator**

1995-97

Designed and conducted the external evaluation of the *Wright Connection Project*, a National Science Foundation (NSF) Urban Systemic Initiative. Designed an inventory to assess teacher attitudes, beliefs, and actions in relation to inquiry-based science teaching and conducted a repeated measures factor analysis to evaluate the impact of the project in relation to specific aims. This study was the basis for my dissertation, "[Re-forming teaching: The enacted implementation of a model of systemic reform in science and mathematics education](#)".

## ACADEMIC POSITIONS

MARIAN UNIVERSITY, FOND DU LAC, WI

### **Assistant Professor, School of Education**

2007-09

*Faculty, Teacher Education Department and Doctoral Studies*

Redesigned, developed and implemented core courses in the Early Childhood-Middle Childhood and Middle Childhood-Adolescent Program at Marian University, including science methods and field experiences, psychology of learning, and classroom assessment design.

*Faculty, Doctoral Studies*

In collaboration with the doctoral faculty of Marian University, restructured doctoral program admissions and evaluations processes. This work involved the design and implementation of a novel admissions process and development of self-assessment and peer evaluation processes intended to support transformative learning. Doctoral Students Supervised: James Schilling (2008); Kathy Gwidt (2009); William Greb, (2011); Hercules Nikoloau (2015), Deborah Anderson (2015)

*Chair, School of Education Assessment Committee*

Led committee responsible for the design and implementation of the School of Education assessment system in accordance with requirements of the Higher Learning Commission. This included review and approval of instruments, processes, data management systems and dissemination and use of assessment data.

UNIVERSITY OF WISCONSIN, MILWAUKEE, MILWAUKEE, WI

### **Assistant Professor, Curriculum and Instruction**

2003-06

*Science Education Faculty, Middle Childhood/Early Adolescent Teacher Education Program*

Developed and implemented a performance-based middle grades methods course in urban science teaching and learning. Students in the class developed teacher work sample folios structured around the national and state standards for science teacher preparation and performance.

*Graduate Faculty, Urban Masters and Doctoral Degree Program*

Developed and implemented a performance-based graduate-level course in Instructional Models. Students designed learning sequences for the same progression based on four different instructional models.

UNIVERSITY OF RHODE ISLAND, KINGSTON, RI

### **Assistant Professor, School of Education**

2002-03

*Chair, Secondary Science Education Program*

Redesigned the secondary science education program to meet NSTA Specialty Program Area (SPA) Standards. Instructor for all secondary science methods courses as well as head supervisor for all secondary and middle grades science field placements and student teaching placements. Resigned to return to the University of Wisconsin, Milwaukee.

UNIVERSITY OF WISCONSIN, MILWAUKEE, MILWAUKEE, WI

### **Visiting Assistant Professor, Science Education**

2000-02

Lead faculty for the *Science Leadership and Learning Grant* (Eisenhower Grant) and instructor in the graduate research sequence (*Curriculum and Instruction as a Field of Inquiry*).

## COURSE DEVELOPMENT

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### UW-PARKSIDE

*The Professional Educator Core Program Progression* (15 courses: [link](#) to the catalog.)  
TEDU 365 Measurement and Assessment in Education

### MARIAN UNIVERSITY

EDU 202 Psychology of Learning  
EDU 412 Educational Measurement and Assessment  
EDL 902 Advanced Quantitative Methods  
EDL 853 Organizational Culture and Leadership

### UW MILWAUKEE

CURRINS 714 Analysis of Instruction  
CURRINS 705 Curriculum and Instruction as a Field of Inquiry

### UW-MILWAUKEE COLLEGE OF CONTINUING EDUCATION

272-501 Science Learning and Leadership I: Standards-based Science Teaching & Action Research  
272-501 Science Learning and Leadership II: Science Curriculum Evaluation and Adaptation  
272-501 Science Learning and Leadership III: Cases of Teacher-Leadership and Mentoring in Science

## PUBLICATIONS AND PRESENTATIONS

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### PEER-REVIEWED PUBLICATIONS

- Palmer-Nevins, S. and **Carvan, M.T.** (2017). Researching critical thinking assessment in a multinational higher education system (p. 42-54). In *Association for the Assessment of Learning in Higher Education (AALHE) 2017 Conference Proceedings*, D. K. Dirlam & F. Crawford, Eds. Retrieve from [https://c.ymcdn.com/sites/aalhe.site-ym.com/resource/resmgr/files/2017\\_CONFERENCE\\_PROCEEDINGS.pdf](https://c.ymcdn.com/sites/aalhe.site-ym.com/resource/resmgr/files/2017_CONFERENCE_PROCEEDINGS.pdf)
- Agnew, M., **Carvan, M.T.**, Palmer-Nevins, S., & Gatewood, J. (2017). Global forecasting, scenario planning, and collaborative action in leading campus internationalization. *Trends & Insights*. NAFSA: Association of International Educators. Retrieve from [http://www.nafsa.org/Professional\\_Resources/Research\\_and\\_Trends/Trends\\_and\\_Insights/Global\\_Forecasting\\_Scenario\\_Planning\\_and\\_Collaborative\\_Action\\_in\\_Leading\\_Campus\\_Internationalization/](http://www.nafsa.org/Professional_Resources/Research_and_Trends/Trends_and_Insights/Global_Forecasting_Scenario_Planning_and_Collaborative_Action_in_Leading_Campus_Internationalization/)
- Carvan, M.T.** (2015). Leadership education for the volatile, uncertain, complex, and ambiguous now: A challenge to the field. *Journal of Leadership Education* 14(4), 3-10. Invited, peer reviewed.
- Broadway, F. and **Carvan, M.T.** (2002). Preservice teachers' understandings of the Ohio science proficiency outcomes. *Ohio Journal of Science*. Accepted for publication September 23, 2002.



**Carvan M.T.**, Nolen, A. & Yinger, R. (2002). Power through partnership: The Urban Network to Improve Teacher Education. *Teacher Education and Practice* 15(1/2), 88-101. Invited, peer reviewed.

### INVITED PRESENTATIONS

**Carvan, M.T.** (2016, July). Critical Thinking Assessment. Public Lecture, University of the West Indies-Mona, Kingston, Jamaica.

Tompkins, F. & **Carvan, M.T.** (2009, November). What is quality and what does matter? Workshop and presentation at the Wisconsin Institutions of Higher Education “Quality Matters” Conference, Chula Vista, WI.

**Carvan, M.T.** (2007, November). Wisconsin’s teacher quality profile, and student teaching assessment. Presentation at the Wisconsin Institutions of Higher Education “Quality Matters” Conference. Chula Vista, WI.

**Carvan, M.T.** (2002, April). The No Child Left Behind Act: Implications for urban higher education institutions. Presentation at the Spring Leadership Development Institute, Urban Network to Improve Teacher Education. Memphis, TN.

**Carvan, M.T.** (2001, January 17). Restructuring teacher/administrator education and licensure. Presentation at the Wisconsin Association of School Boards State Education Convention. Milwaukee, WI.

### REFEREED PRESENTATIONS

**Carvan, M.T.** & Bugenhagen, M. J. (June, 2018). Poking at what it means to assess higher learning: A dialogue and exploration of emerging practice. Presentation at the annual conference of the Association for the Assessment of Learning in Higher Education (AALHE): Salt Lake City, UT

Agnew, M., **Carvan, M.T.** & Palmer-Nevins (2018, February). Know what matters to them: Demystify faculty resistance to internationalization. Presentation at the annual conference of the Association of International Education Administrators. Washington, DC.

Palmer-Nevins, S. & **Carvan, M.T.** (2017, June). Researching critical thinking assessment in a multinational higher education system. Presentation at the annual conference of the Association for the Assessment of Learning in Higher Education. Louisville, KY.

Gatewood, J., Agnew, M., **Carvan, M.T.**, Palmer-Nevins, S. (2017, May). Scenario planning for the future: Predicting the role of the senior international officer. Symposium at the annual conference of the NASFA: Association of International Educators. Los Angeles, CA.

Palmer, S., **Carvan, M.T.**, Agnew, M., Beckford, O., & Allen, L. (2016, July). Teacher preparation for building sustainable societies. Symposium at the annual meeting of the International Council on Education for Teaching. Kingston, Jamaica.

**Carvan, M.T.** (2013, February). Redefining ourselves: Social field theory, systems thinking, and collaborative creation of a system of educator development. Presentation at the annual meeting of the American Association of Colleges of Teacher Education (AACTE). Orlando, FL.

- Bugenhagen, M.J, **Carvan, M.T** & Nikolaou, H. (2010, June). Developing the capacity for leadership transformation through doctoral study. Presentation at the annual meeting of the Association of Leadership Educators, Milwaukee, WI.
- Tompkins, F., Bales, B. & **Carvan, M.T.** (2008, November). Wisconsin's conceptual framework project: exploring the conceptual frameworks of Wisconsin's teacher preparation institutions. Presentation at the Wisconsin Institutions of Higher Education "Quality Matters" Conference, Kalahari Resort, WI.
- Carvan, M.T.**, Tompkins, F., Michelli, N., & Crowe, E. (2008, February). Assessing candidates' performance in student teaching: Wisconsin's Grassroots Model for creating a statewide culture of evidence. Presentation at the Annual Meeting of the American Association of Colleges of Teacher Education. New Orleans, LA.
- Broadway, F.J. and **Carvan, M.T.** (2000, October 28). Preservice teachers' understandings of the Ohio science proficiency outcomes. Annual Meeting of the Midwest Educational Research Association. Chicago, IL.
- Carvan, M.T.** (1995, May). Decisions in the collaborative construction of innovative teaching practice: A case study. Poster presented at the 1995 Spring Research Conference, College of Education, University of Cincinnati. Cincinnati, OH.
- Travis, M.K.** (1994, April). The impact of teachers' conceptions of the nature of science on the planned implementation of curriculum. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching. Los Angeles, CA.
- Travis, M.K.** and Pollard, R. (1993, April). Getting started: An interactive forum for new researchers. Symposium conducted at the Annual Meeting of the National Association for Research in Science Teaching. Atlanta, GA.
- Pollard, R., **Travis, M.K.**, Nason, P., and Bryant, E. (1993, April). Research trends in science education: A content analysis. Annual Meeting of the National Association for Research in Science Teaching. Atlanta, GA.
- Pollard, R., **Travis, M.K.** (1993, April). Misconceptions: Strategies for the science classroom teacher. Annual Convention of the National Science Teachers Association. Kansas City, MO.
- Hubbard, J., Katz, J., Konrad, J., **Travis, M.K.**, Wright, P., and Williams, L. (1990, April). Involving business and industry in your classroom activities. Paper and workshop presented at the Annual Convention of the National Science Teachers Association. Atlanta, GA.

### **NON-REFEREED PRESENTATIONS**

- Ford, D., Brown, T, Brown-Gurley, V., Hoffman, P., and **Carvan, M.T.** (2012, May). A community update on the Educator Development Program. Presentation at the Johnson Foundation at Wingspread. Racine, WI.

### **RELEVANT TECHNICAL PUBLICATIONS**

- Marian University Assurance Argument: Higher Learning Commission Reaffirmation (2016). Contributing author, all criteria. Higher Learning Commission. Chicago, IL. Available upon request.
- Marian University: Impact Report: Higher Learning Commission Assessment Academy Project (2014). Higher Learning Commission. Chicago, IL. Available upon request.

The URI School of Education. (2003). Institutional report: National Council for the Accreditation of Teacher Education. Kingston, RI:

Interstate New Teacher Assessment and Support Consortium. (2003). Elementary Teacher Portfolio Handbook. Washington, DC. Author. Primary contributors: Stooksberry, L., Richardson, I. and Carvan, M.T

Ohio Department of Education. (1998). *The Ohio Competency-based Educational Assessment System Series – Science*. Columbus, OH. Author.

Ohio Department of Education (1998). *The Ohio Science Teacher Education Program Standards and Review Process*. Columbus, OH. Author.

Ohio Department of Education (1999. Columbus, O). *A Resource Guide for Establishing Local Professional Development Committees*. Columbus, OH. Author.

Ohio Department of Education (1999). *Handbook for Ohio Teacher Education Institutional Approval*. Columbus, OH. Author.

## GRANTS AND GRANT-RELATED ACTIVITY

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*Crossing Science Thresholds: Student Development Project for Native American Research Centers for Health (NARCH) program, National Institutes of Health*. Proposal submitted through the Great Lakes Intertribal Council NARCH VI solicited combined project proposal: May 22, 2009. Role: Co-Principal. Received Fall 2009. \$150,000.00

*The Wisconsin Teacher Quality Initiative Conceptual Framing of Teacher Research Project*. Funded by the University of Wisconsin System PK-16 Initiative. Role: Principal Investigator. Awarded September 2009: \$8,200.00

*The Wisconsin Model Grassroots Assessment Grant*. Funded by the Federal Improvement of Post-Secondary Education (FIPSE) Program of the US. Department of Education. 2007-2010. Roles: Grant writer and STAR Team Coordinator. Awarded October 2007. No cost extension through 2011: \$1,350,00.00

*Marian University McNair Scholars Program*. 2007-2010. Role: External Evaluator. Received September 2007.

Howey, K. R. and **Carvan, M.T.** *Evaluation of the Wisconsin Department of Public Instruction State Title II Grant*. 2000-2003. Role: Co-Principal Investigator: Awarded October 2001: \$50,000.00

**Carvan, M.T.** Science Learning and Leadership in the Middle Grades. Competitively awarded UW Systems Eisenhower Professional Development Program grant award. Role: Principal Investigator. Awarded March 2001: \$78,118.00.

Petering, D. *Middle School Life Science Education Partnership – Phase I*. (1999-2002). Role: Curriculum Evaluation and Instructional Support. Awarded October 1999: \$810,000.00

The Ohio Department of Public Instruction, *The Ohio Teacher Development Initiative*: Competitive US Department of Education Title II Grant. Role: Lead Grant Writer and Project Coordinator. Awarded August 1999: \$5,473,000.00

## OTHER PROFESSIONAL LEADERSHIP

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### **Association for Assessment of Learning in Higher Education**

Board of Directors, Secretary	2019 -
Events Committee, Member	2018 -
Conference Planning Committee, Proposal and Sessions Lead	2014-

### **Wisconsin Women in Higher Education Leadership**

Treasurer and Member of the Board of Directors	2018 –
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### **National Association for Research in Science Teaching**

Equity and Ethics Committee	2002-06
Invited reviewer, Equity Strand 6, 2006 Annual Conference	2006

### **Journal for Research in Science Teaching**

Reviewer, Journal for Research in Science Teaching	2005-10
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### **Interstate New Teacher Assessment and Support Consortium**

Select Committee, Performance-based Teacher Preparation	2000-02
Consultant, Elementary Teacher Assessment Portfolio Pilot	2002-03

### **National Science Foundation: Teacher Enhancement Panel Review**

2002

## EDUCATION

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### **ED.D. CURRICULUM AND INSTRUCTION, UNIVERSITY OF CINCINNATI** 1999

*Specializations: Organizational change and change theory; research design; science education*  
*Dissertation: Re-forming teaching: The enacted implementation of a model of systemic reform in science and mathematics education.*

### **M.S. IN CURRICULUM AND INSTRUCTION, TEXAS A&M UNIVERSITY-COLLEGE STATION** 1993

*Recipient: National Association of Research in Science Teaching Outstanding Master's Thesis Award, 1995*

### **B.S. IN EDUCATION (SECONDARY SCIENCE), UNIVERSITY OF TEXAS AT EL PASO** 1982

## RELEVANT PROFESSIONAL DEVELOPMENT

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<a href="#">Presencing Global Forum 2020</a>	2020 -
Higher Learning Commission Comprehensive Review Team Chair Training	2019-
Higher Learning Commission Accreditation Liaison Officer Training	2016-
Higher Learning Commission Substantive Change Review Team Chair Training	2015-
Higher Learning Commission Peer Reviewer Training (on-going)	2014-
Higher Learning Commission Accreditation Workshop	2014
AAC&U Workshops: General Education, Integrative Learning and Signature Work	2014-16
American Association of Colleges for Teacher Education (AACTE) Leadership Academy	2013
Presencing Workshop: The Presencing Institute	2012

Subject-Object Interview Protocol	2014
NCATE BOE Team Chair Training:	2007-12
NCATE Board of Examiners Training:	2005-12
Santa Cruz New Teacher Project: Induction Institute and Foundations of Mentoring:	2001

## AWARDS

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Gabbard Fellowship in Multicultural Education, University of Cincinnati	1995-96
Outstanding Master's Thesis Award, National Association for Research in Science Teaching	1995
Graduate Teaching Fellowship, University of Cincinnati	1995-97
The American Society for Cell Biology Teacher Summer Research Fellow, Texas A&M University	1992-93

## MEMBERSHIPS

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American Evaluators Association  
 Association of American Colleges of Teacher Education  
 Association of American Colleges and Universities  
 Association for the Assessment of Learning in Higher Education