

Kate Winter¹

Independent Evaluator & Graduate Faculty Member

+1 703 574 3746

+43 660 432 5644

kate@katewinterevaluation.com

Education

Ph.D., Educational Leadership and Policy Studies, University of Washington Dissertation: <i>Graduate and Professional Student Socialization Regarding Work and Family in Higher Education</i> (James Soto Antony, Chair)	2006
M.Ed., Educational Leadership and Policy Studies, University of Washington	2003
B.A., English, State University of New York at Geneseo	1999

Certifications

Core Coaching Competencies for STEM Leaders Fielding Graduate University	2020
Results-Based Accountability Professional Certification Clear Impact, LLC	2019
WWC Certified Reviewer, Version 4.1 of the WWC Group Design Standards What Works Clearinghouse™ Institute of Education Sciences, US Department of Education	2018

Current Positions

<i>Member</i> AAC&U Inclusive Excellence Commission	2016 – present
<i>Principal Consultant and Senior Researcher</i> Kate Winter Evaluation, LLC	2013 – present
<i>Instructor, Interdisciplinary Doctoral Program in Leadership</i> Creighton University	2013 – present

Awards

Society of Women Engineers (SWE) Work Life Balance Award <i>Celebrates an individual who has worked to create programs that help women engineers and other employees balance the commitments of career, life and family. This award is sponsored by Honeywell International Inc.</i>	2008
---	------

Fellowships

Huckabay Teaching Fellowship, University of Washington <i>A competitive fellowship awarded to nine graduate students per year from across the campus, selected by an interdisciplinary faculty committee. While supported as a Huckabay Fellow, worked with experts in the Scholarship of Teaching and Learning to develop a new interdisciplinary course for undergraduates, "Introduction to Work and Family."</i>	2005 – 2006
---	-------------

¹ Last name was Quinn until December 28, 2013

Peer Reviewed Articles and Book Reviews

- Winter, K., & Mack, K. M.** (Under Review). The TIDES Efficacy Scales for Culturally Responsive Pedagogy in STEM: An Outcome of the Teaching to Increase Diversity and Equity in STEM Project.
- Fernández, E.M., Johnson, P. & **Winter, K.** (Under review). Exploring impacts of treatment dosage and treatment adherence in an undergraduate STEM intervention.
- Novick, P.A, Johnson, P., **Winter, K.**, & Valad, J. (2023). Increasing retention in STEM by improving GPA through peer mentors and course enrichments in introductory Biology. *Journal of Biological Education*. <https://doi.org/10.1080/00219266.2023.2174158>.
- McClintock, C., Taylor, O., Smith Byrd, G., Mack, K., McKayle, C., & **Winter, K.** (2021). Culturally Responsive Leadership Development for HBCU STEM Faculty. *Journal of Negro Education*. <https://www.muse.jhu.edu/article/847765>.
- Kwan, J. M., Daye, D., Schmidt, M. L., Morrissey Conlon, C., Kim, H., Gaonkar, B., Payne, A., Riddle, M., Madera, S., Adami, A., & **Winter, K.** (2017). Exploring intentions of physician-scientist trainees: Factors influencing MD and MD/PhD interest in research careers. *BMC Medical Education*, 17(1), 115. <https://doi.org/10.1186/s12909-017-0954-8>.
- Winter, K.** (2016). Review of *Feminist Evaluation and Research: Theory and Practice* edited by Sharon Brisolara, Denise Seigart, and Saumitra SenGupta, *NASPA Journal about Women in Higher Education*, 9(2), 233-235. <https://doi.org/10.1080/19407882.2016.1214603>.
- Carrigan, C., **Quinn, K.**, and Riskin, E. A. (2011). The gendered division of labor among STEM faculty and the effects of critical mass. *Journal of Diversity in Higher Education*, 4(3), 131-146. <https://doi.org/10.1037/a0021831>.
- Quinn, K.** (2010). Graduate and professional student opinions on work and family balance in academic careers. *The Journal of the Professoriate*, 5(1), 99-120. http://caarpweb.org/wp-content/uploads/2016/11/5-1_Quinn_p.99.pdf.
- Quinn, K.** (2010). Tenure clock extension policies: Who uses them and to what effect? *Journal about Women in Higher Education*, 3(1), 182-206. <https://www.tandfonline.com/doi/abs/10.2202/1940-7890.1045>.
- Trower, C., & **Quinn, K.** (2009). Generation matters: What department chairs need to know about Gen X and Boomer pre-tenure faculty. *The Department Chair*, 20(1), 10-12. <https://onlinelibrary.wiley.com/toc/19364393/2009/20/1>.
- Quinn, K.** & Litzler, E. (2009). Turning away from academic careers: What does work-family have to do with it? *Journal about Women in Higher Education*, 2, 66-90. <https://www.tandfonline.com/doi/abs/10.2202/1940-7890.1026>.
- Quinn, K.** (2008). Department chairs and work-life flexibility for faculty. *The Department Chair*, 19(2), 14-16. <https://onlinelibrary.wiley.com/toc/19364393/2008/19/2>.
- Quinn, K.** (2007). Exploring departmental leadership: How department chairs can be transformative leaders. *InterActions: UCLA Journal of Education and Information Studies*, 3(1), Article 5. <http://escholarship.org/uc/item/66t8h5k7>.
- Quinn, K.**, Yen, J. W., Riskin, E. A., & Lange, S. E. (2007). Leadership development workshops for department chairs: A model for enabling family-friendly cultural change. *Change: The Magazine of Higher Learning*, 39(4), 42-47. <https://www.tandfonline.com/doi/abs/10.3200/CHNG.39.4.42-47>.

Peer Reviewed Articles and Book Reviews (Cont.)

Yen, J. W., **Quinn, K.**, Carrigan, C., Litzler, E., and Riskin, E. A. (2007). The ADVANCE Mentoring-for-Leadership Lunch Series for women faculty in STEM at the University of Washington. *Journal of Women and Minorities in Science and Engineering*, 13(3), 191-206.
<https://doi.org/10.1615/JWomenMinorScienEng.v13.i3.10>.

Quinn, K., Lange, S. E., & Olswang, S. G. (2004). Family-friendly policies and the research university. *Academe: Bulletin of the AAUP*, 90(6), 32-34. <https://doi.org/10.2307/40252704>.

Book Chapters and Edited Volumes

Bramberger A. & **Winter K.** (2021). *Re-Conceptualizing Safe Space – Supporting Inclusive Education*. Emerald Publishing.

Bramberger, A., & **Winter, K.** (2021). Learning in and through Safe Spaces. In K. Winter & A. Bramberger (Eds.), *Re-Conceptualizing Safe Spaces: Supporting Inclusive Education* (pp. 1–10). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83982-250-620211001>.

Bramberger, A., & **Winter, K.** (2021). Why Safe Spaces Are Needed. In K. Winter & A. Bramberger (Eds.), *Re-conceptualizing Safe Spaces: Supporting Inclusive Education* (pp. 11–29). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83982-250-620211004>.

Bramberger, A., & **Winter, K.** (2021). Ways of Framing Safe Spaces. In K. Winter & A. Bramberger (Eds.), *Re-conceptualizing Safe Spaces: Supporting Inclusive Education* (pp. 31–48). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83982-250-620211006>.

Bramberger, A., & **Winter, K.** (2021). Considering Various Performances of Safe Spaces. In K. Winter & A. Bramberger (Eds.), *Re-conceptualizing Safe Spaces: Supporting Inclusive Education* (pp. 49–61). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83982-250-620211008>.

Mack, K. M., **Winter, K.**, & Rankins, C. M. (2021). Faculty Professional Development for Culturally Responsive Pedagogy in STEM Higher Education: Examining the TIDES Model. Reprinted in *Research Anthology on Culturally Responsive Teaching and Learning*. Information Resources Management Association, Ed. IGI Global.

Mack, K. M., **Winter, K.**, & Rankins, C. M. (2020). Faculty Professional Development for Culturally Responsive Pedagogy in STEM Higher Education: Examining the TIDES Model. In *Redesigning Teaching, Leadership, and Indigenous Education in the 21st Century*. L. Roberts, Ed. IGI Global.

Bramberger A. & **Winter K.** (2019). Schluss. In *Soziale Räume für egalitäre Bildungsbeteiligung – Fokus Geschlecht*. Bramberger, A., Eder E., Fischer, M., Fritz, I., Kronberger S., & Sorgo, G., Eds. Studien Verlag.

Mack, K. M., **Winter, K.**, & Soto, M., Eds. (2019). *Culturally Responsive Strategies for Reforming STEM Higher Education: Turning the TIDES on Inequity*. Emerald Publishing.

Mack, K. M. & **Winter, K.** (2019). That None Shall Perish. In *Culturally Responsive Strategies for Reforming STEM Higher Education: Turning the TIDES on Inequity*. Mack, K. M., Winter, K., & Soto, M., Eds. Emerald Publishing.

Winter, K. & Haynes G. (2019). Measurement and Assessment. In *Culturally Responsive Strategies for Reforming STEM Higher Education: Turning the TIDES on Inequity*. Mack, K. M., Winter, K., & Soto, M., Eds. Emerald Publishing.

Book Chapters and Edited Volumes (Cont.)

- Mack, K., Taylor, O., McKayle, C., Byrd, G. S., McClintock, C., Hall, M., Kanipes, M., Okpala, C., **Winter, K.**, and Qadri, M., Eds. (2019). *At the Soul of Leadership: Authentic Perspectives on STEM Reform from HBCUs*. Association of American Colleges and Universities Peer Review, 21(1/2).
- Mack, K. & **Winter, K.** (2015). Teaching to Increase Diversity and Equity in STEM (TIDES): A faculty professional development initiative of AAC&U Project Kaleidoscope. In *Transforming institutions: Undergraduate STEM education for the 21st Century*. G. C. Weaver, W. D. Burgess, A. L. Childress, & L. Slakey, Eds. Purdue University Press.
- Quinn, K.** (2013). Reinforcing benefits of practitioner faculty in graduate programs. In *Innovations in teaching adults: Proven practices in higher education*. K. Kirstein, S. Olswang, & E. Fountain, Eds. CreateSpace Independent Publishing Platform.
- Quinn, K.** & Shapiro, R. (2009). Balance@UW: Work-family cultural change at the University of Washington. In *Establishing a family-friendly campus: Insights on success*. J. Lester & M. Sallee, Eds. Stylus Publishing.
- Riskin, E. A., Lange, S. E., **Quinn, K.**, Yen, J. W., and Brainard, S. G. (2007). Supporting faculty during life transitions. In *Transforming Science and Engineering: Advancing Academic Women*. A. J. Stewart, J. E. Malley, & D. Lavaque-Manty, Eds. University of Michigan Press.

Refereed Conference Papers and Posters

- Fernández, E., Johnson, P., & **Winter, K.** (2020). Exploring Impacts of Treatment Dose and Treatment Adherence in an Undergraduate STEM Intervention. *Paper presented at the 45th Annual ASHE Conference*. Virtual.
- Kahn, B., Cabrera, E., & **Winter, K.** (2020). A Mixed-methods Exploration of the Outcomes of the Research-Aligned Mentorship Program at Farmingdale State College. *Paper presented at the 45th Annual ASHE Conference*. Virtual.
- Mack, K. M., & **Winter, K.**, & Qadri, M. (2020). Searching for the Soul of Leadership: Analyzing Social Media Conversations Involving HBCU STEM Leaders. *Paper presented at the AERA Annual Meeting*. Virtual.
- Mack, K. M., & **Winter, K.** (2019). Assessing Effectiveness of a STEM Faculty Development Program Using Cultural-Historical Activity Theory (CHAT). *Paper presented at the 3rd Annual Conference on Academic Research in Education (CARE)*. Las Vegas, NV.
- Winter, K.** (2018). Rethinking evaluation in US higher education: Meeting evaluation needs in rapidly shifting climates. *Paper presented at the 13th EES Biennial Meeting*. Thessaloniki, Greece.
- Winter, K.** (2018). Deepening and expanding evaluation findings through mixed methods: One evaluator's reflections. *Paper presented at the Third Global Conference of the Mixed Methods International Research Association*. Vienna, Austria.
- Bramberger, A., & **Winter, K.** (2018). Research Project: Social Spaces for Egalitarian Participation in Education—Focus on Gender. *Poster presented at the Gender Summit 15 Europe 2018 Conference*. London, England.
- Haynes, G. V., & **Winter, K.** (2016). Examples of gender equity initiatives in the US: Strategies and evaluation methods. *Paper presented as part of the panel, Gender and evaluation: From global commitment to regional experiences," chaired by Marco Segone (Director of Evaluation for UN Women; Chair, United Nations Evaluation Group) at the 12th EES Biennial Meeting*. Maastricht, the Netherlands.

Refereed Conference Papers and Posters (Cont.)

- Mack, K. M., & **Winter, K.** (2016). Designing an instrument to measure faculty self-efficacy in culturally responsive STEM Teaching: Evaluating the impact of the TIDES Project. *Paper presented at the 12th EES Biennial Conference*. Maastricht, the Netherlands.
- Mack, K. M., & **Winter, K.** (2016). Culturally responsive pedagogy in computer science: Teaching to Increase Diversity and Equity in STEM (TIDES). *Presentation at the 9th European Conference on Gender Equality in Higher Education (and Research)*. Paris, France.
- Mack, K. M., & **Winter, K.** (2015). The TIDES Approach to Increasing Diversity in Computer Science. *Presentation at the Gender Summit 7 Europe 2015 Conference*. Berlin, Germany.
- Mack, K. M., & **Winter, K.** (2014). Teaching to Increase Diversity and Equity in STEM (TIDES): A Faculty Professional Development Initiative of AAC&U Project Kaleidoscope. *Paper presented at the Transforming Institutions: 21st Century Undergraduate STEM Education Conference*. Indianapolis, IN.
- Winter, K.** (2014). Serving multiple masters: Working with various, sometimes competing, consumers of evaluation services. *Paper presented at the 11th EES Biennial Conference*. Dublin, Ireland.
- Kwan, J. M., Daye, D., **Winter, K.**, Schmidt, Payne, A. (2014). Exploring the role of gender in the experiences, perceptions, and career intentions of future medical faculty. *Paper presented at the 8th European Conference on Gender Equality in Higher Education*. Vienna University of Technology, Austria.
- Kwan, J. M., Daye, D., **Winter, K.**, Schmidt, M. L., Payne, A. (2014). Exploring the role of gender in the experiences, perceptions, and career intentions of future physicians. *Paper presented at the Gender, Work and Organization 8th Biennial International Interdisciplinary Conference*. Keele University, England.
- Quinn, K.** (2013). Reinforcing benefits of practitioner faculty in graduate programs. *Paper presented at the CityU Conference on Teaching and Learning*. Seattle, WA.
- Kwan, J. M., Daye, D., Morrissey, C., Schmidt, M. L., Payne, A., & **Quinn, K.** (2012). Factors influencing the career choices of future physicians and physician scientists to enter academic medicine. *Paper presented at the Association for the Study of Higher Education Annual Meeting*. Las Vegas, NV.
- Swail, W. S., **Quinn, K.**, & Kalvesmaki, A. (2012). Assessing the effectiveness of a GEAR UP Program: An evaluative case study. *Paper presented at the AERA Annual Meeting*. Vancouver, BC.
- Swail, W. S. & **Quinn, K.** (2012). SciTech—Initial outcomes of a magnet-school start-up. *Paper presented at the AERA Annual Meeting*. Vancouver, BC.
- Swail, W. S., **Quinn, K.**, & Kalvesmaki, A. (2012). The role of college access programs in college completion: Case studies of promising practices. *Poster presented at the AERA Annual Meeting*. Vancouver, BC.
- Carrigan, C. & **Quinn, K.** (2009). The gendered division of labor among STEM faculty and the effects of critical mass. *Paper presented at the Association for the Study of Higher Education Annual Meeting*. Vancouver, BC.
- Quinn, K.** & Antony, J. S. (2009). Exploring the role of generational difference in faculty satisfaction. *Paper presented at the AERA Annual Meeting*. San Diego, CA.
- Quinn, K.** & Trower, C. A. (2009). Tips for recruiting and retaining faculty: What different generations want. *Paper presented at the 26th Annual Conference on Academic Leadership*. Orlando, FL.
- Pourciau, T. A. & **Quinn, K.** (2008). Managing “difficult” faculty members: How chairs overcome resistance to change in their departments. *Paper presented at the AERA Annual Meeting*. New York, NY.

Refereed Conference Papers and Posters (Cont.)

- Quinn, K.** & Litzler, E. (2008). Exploring the role of work-family concerns in graduate students' decisions not to pursue academic careers. *Paper presented at the AERA Annual Meeting*. New York, NY.
- Quinn, K.** (2008). The chairperson's role in work-family flexibility for faculty. *Paper presented at the 25th Annual Conference on Academic Leadership*. Orlando, FL.
- Yen, J. W., **Quinn, K.**, and Riskin, E. A. (2006). Demystifying family-friendly policies for faculty: Resources for department chairs. *Paper presented at the American Society for Engineering Education Annual Conference & Exposition*. Chicago, IL.
- Quinn, K.** (2006). Work and family balance in higher education: Graduate and professional student perspectives. *Paper presented at the Association for the Study of Higher Education Annual Meeting*. Anaheim, CA.
- Yen, J. W., **Quinn, K.**, Lange, S. E., Riskin, E. A., & Denton, D. D. (2005). ADVANCE mentoring programs for women faculty in SEM at the University of Washington. *Paper presented at the American Society for Engineering Education Annual Conference & Exposition*. Portland, OR.
- Quinn, K.**, Lange, S. E., & Riskin, E. A. (2004). Part-time tenure track policies: Assessing utilization. *Paper presented at the Women in Engineering Programs and Advocates Network Conference*. Albuquerque, NM.

Presentations, Workshops, and Webinars

- Cabrera, E., Kahn, B., & **Winter, K.** (2019). Transformative Learning through curriculum innovation, mentored research, and inclusive community-building at Farmingdale State College. *Presentation accepted to the 2020 Faculty Resource Network Meeting*. Virtual.
- Winter, K. (2019). Mixed Methods in Evaluation. *Invited presentation at the 9th Vienna Evaluation Network Event*. Vienna, Austria. (https://www.viennaevaluationnetwork.eu/events/kate_winter/)
- Mack, K. M., Robinson, T., & **Winter, K.** (2019). Safe Spaces for Critical Conversations among Faculty. *Presentation at the 2019 Faculty Resource Network Meeting*. Miami, FL.
- Fernández, E. & **Winter, K.** (2018). Evaluating broadening participation efforts using What Works Clearinghouse standards: Practical recommendations. *Workshop session presented at the 2018 AAC&U STEM Conference*. Atlanta, GA.
- Mack, K. M. & **Winter, K.** (2018). Teaching to Increase Diversity and Equity in STEM (TIDES): Assessing effectiveness using Cultural-Historical Activity Theory (CHAT). *Presentation in roundtable session at the AERA Annual Meeting*. New York, NY.
- Mack, K. M. & **Winter, K.** (2018). Teaching to increase diversity and equity in STEM. *Presentation at the 2018 CoNECD Conference*. Washington, DC.
- Winter, K.** (2015). Education Research 101: A Beginner's Guide for S STEM Principal Investigators. *Invited webinar of STEM Central*.
- Winter, K.** (2015). Evaluating TIDES: 2nd Year Update. *Closing plenary session for the 2015 Summer Institute for Teaching to Increase Diversity and Equity in STEM (TIDES)*. Washington, DC.
- Winter, K.** (2014). Evaluating TIDES: Expectations and Recommendations. *Closing plenary session for the 2014 Summer Institute for Teaching to Increase Diversity and Equity in STEM (TIDES)*. Washington, DC.

Presentations, Workshops, and Webinars (Cont.)

- Quinn, K.** (2013). Creating Inclusive Work/Life Supports for Faculty and Staff. *Plenary session for the joint meeting of the Upper Midwest HERC, the Minnesota College, and University Personnel Association (MnCUPA)*. Minneapolis, MN.
- Quinn, K.** (2010). The ACE-Sloan projects on faculty career flexibility: Understanding the importance of leadership in supporting faculty work-life balance. *Presentation in symposium, "Leadership and Work-Life Effectiveness in Universities."* Society for Industrial and Organizational Psychology Annual Conference. Atlanta, GA.
- Quinn, K.** (2010). Faculty career flexibility: Why we need it and how best to achieve it. *Invited presentation at the American Physical Society April Meeting*. Washington, DC.
- Quinn, K.** (2009). Work/life best practices: The devil is in the details. *Invited keynote presentation at the Fall Mid-Atlantic HERC Event, "Leveraging Work-life Initiatives to Create a Great Academic Workplace."* Baltimore, MD.
- Quinn, K.** (2009). Flexibility in faculty careers. *Roundtable discussion at the American Council for Education June Workshop for Department Chairs*. Arlington, VA.
- Quinn, K.** (2009). Benchmarking 101: Strategies for assessing work-life policies and programs. *Workshop at the 15th National College and University Work-Family Association Annual Meeting*. Seattle, WA.
- McLaughlin, J., Andrews, S. K., Merdinger, J., Strage, A., & **Quinn, K.** (2009). From A to Z: Transforming the Campus for Flexibility in Faculty Careers. *Workshop at the 15th National College and Work-Family Association Annual Meeting*. Seattle, WA.
- Olswang, S. G. & **Quinn, K.** (2009). The PhD and City University of Seattle. *Invited presentation for the Semi-Annual Planning Session, City University of Seattle*. Renton, WA.
- Quinn, K.** (2009). Work-life in academe: A brief overview. *Invited presentation for the Biolunch Series, College of Ocean and Fisheries Science, UW*. Seattle, WA.
- Lester, J., **Quinn, K.**, & Sallee, M. (2009). The balance between professional and personal lives. *Invited presentation for the AERA Division J Pre-conference Workshop*. San Diego, CA.
- Quinn, K.** (2008). Benchmarks for 'family friendly' policies: Why they matter and how to create them. *Invited presentation for the Inside Higher Ed Audio Conference Series*. InsideHigherEd.com.
- Quinn, K.** (2008). Balance@UW: Work-Family Cultural Change at the University of Washington. *Presentation in symposium, "Establishing a Family-Friendly Campus: Best Practices."* Association for the Study of Higher Education Annual Meeting. Jacksonville, FL.
- Quinn, K.** (2008). Analyzing flexible policy options for faculty: Recommendations from Balance@UW. *Presentation in panel, "Measurement and assessment of policies and flexibility."* Iowa State University ADVANCE National Conference, "The New Norm of Faculty Flexibility: Transforming the Culture of Science & Engineering." Ames, IA.
- Quinn, K.** (2008). Promise and peril: Balancing work and family in graduate school. *Presentation in roundtable, "Work and Family: The Perspective from Graduate School."* 2008 Berkshire Conference on the History of Women. Minneapolis, MN.
- Klun, S., **Quinn, K.** & Kadilak, K. (2008). Best practices in career flexibility. *Workshop conducted at the 2008 WorldatWork Total Rewards Conference & Exhibition*. Philadelphia, PA.
- Quinn, K.** (2008). Strategies and resources for navigating work and family in higher education. *Presentation in panel, "Balancing Family & Career."* UW Career Center Workshop. Seattle, WA.

Presentations, Workshops, and Webinars (Cont.)

- Quinn, K.** (2008). Flexibility in engineering careers. *Invited presentation in panel, "Re-entering Engineering."* American Society of Civil Engineers 2008 Structures Congress. Vancouver, BC.
- Quinn, K.**, Rapoport, L. S., Chappell-Williams, L., & Singh, B. (2008). From practitioner/expert to change agent: Models of working for work-life cultural change. *Workshop conducted at the 14th National College and Work-Family Association Annual Meeting.* Chapel Hill, NC.
- Quinn, K.** (2008). Work-life and the academic job search. *Invited presentation at the Center for Workforce Development Winter 2008 Workshop.* Seattle, WA.
- Carter, A., Graham, E., Marshall, S., **Quinn, K.**, & Parisi, M. (2007). Work/life balance in pediatric careers. *Panel presentation at the Pediatric Grand Rounds.* Seattle, WA.
- Quinn, K.** & Yen, J. W. (2007). Faculty professional development: A how-to guide. *Roundtable presentation at the 2007 ADVANCE Institutional Transformation Principal Investigators Meeting.* Arlington, VA.
- Kornberg, M. & **Quinn, K.** (2007). University approaches to work/life balance. *Invited presentation at the 2007 UW School of Medicine Faculty Development Days.* Seattle, WA.
- Quinn, K.** & Shapiro, R. (2007). The tipping point: What brings groups together for change? *Workshop conducted at the 13th National College and University Work-family Association Annual Meeting.* Santa Barbara, CA.
- Quinn, K.** (2006). Work and family in academe: STEM students' perspectives. *Invited presentation at the Center for Workforce Development Spring 2006 Workshop: Family and Academic Careers.* Seattle, WA.
- Riskin, E. A., **Quinn, K.**, Yen, J. W., Lange, S. E., Brainard, S. G., Cauce, A. M., & Denton, D. D. (2005). Leadership workshops to effect cultural change. *Poster presented at the 2005 National Academies Convocation on Biological, Social, and Organizational Contributions to Science and Engineering.* Washington, DC.
- Quinn, K.** (2005). UW faculty experiences with family-friendly policies. *Presentation in symposium, "Intersections of Family and Career in Graduate School and Beyond."* 12th Annual College and University Work-Family Association Annual Meeting. Atlanta, GA.
- Quinn, K.** (2004). The University of Washington experience implementing family-friendly policies for faculty. *Presentation in symposium, "Balancing faculty work and family responsibilities."* Association for the Study of Higher Education Annual Meeting. Kansas City, MO.
- Quinn, K.** (2004). Part-time tenure track policies at the University of Washington. *Presentation at the GPSS Multidisciplinary Lecture Series.* Seattle, WA.
- Quinn, K.** (2004). Careers, academia, & children. *Moderated panel discussion for the Center for Workforce Development Workshop Series.* Seattle, WA.

Grants and Funded Projects

US Department of Education,
*Assessing Program Performance and Planning Next Steps for the Title VI UISFL, BIE
 and NRC Programs*
 Co-PIs: Swail, W. S., & **Quinn, K.** (\$251,863)

2011 – 2012

Grants and Funded Projects (Cont.)

Alfred P. Sloan Foundation, <i>College and University Work-Life Web Sites: Helping Campuses Get from "Good" to "Great"</i> Co-PIs: Quinn, K. & Koppes Bryan, L. (\$19,974)	2010 – 2011
Alfred P. Sloan Foundation, <i>ACE-Sloan Awards for Faculty Career Flexibility in Academic Medicine</i> Co-PIs: Van Ummersen, C., Quinn, K. & McLaughlin, J. (\$394,291)	2010 – 2012
Alfred P. Sloan Foundation, <i>ACE-Sloan Awards for Best Practices in Supporting the Culminating Stages of Faculty Careers</i> Co-PIs: Van Ummersen, C., Quinn, K. & McLaughlin, J. (\$589,294)	2010 – 2012
Alfred P. Sloan Foundation, <i>Exploring the Culminating Stages of Faculty Careers</i> Co-PIs: Van Ummersen, C., Quinn, K. & McLaughlin, J. (\$49,900)	2010
Alfred P. Sloan Foundation, <i>Balance@UW</i> Co-PIs: Cauce, A. M., Quinn, K. , & Riskin, E. A. (\$250,000)	2006 – 2008
Harry Bridges Center for Labor Studies, University of Washington <i>Race, Class, and Work-Life Balance: Exploring Intersectionality in the Domains of Work & Care</i> Co-PIs: Haley-Lock, A., Quinn, K. , & England, K. (\$8,783)	2006 – 2007
Harry Bridges Center for Labor Studies, University of Washington <i>Socializing Future Faculty to the Norms of Work and Family in Academe</i> PI: Quinn, K. (\$1,000)	2005 – 2006

Participation in Invited National and International Meetings

- Winter, K.** (2014). *Structural Change and Gender in Research working group meetings of genderSTE, a networking group of the European Cooperation in Science and Technology (COST)*. Invited participant. Crete, Greece.
- Quinn, K.**, Van Ummersen, C., & McLaughlin, J. (2009). The American Council on Education - Alfred P. Sloan Foundation Projects on Faculty Career Flexibility. *Poster presented at the 2009 National Science Foundation ADVANCE Institutional Transformation Principal Investigators Meeting*. Alexandria, VA.
- Quinn, K.** (2008). *Meeting of the 2006 Alfred P. Sloan Award Research University Winners and the Pilot Group of Liberal Arts Institutions*. Invited participant. Washington, DC.
- Quinn, K.** (2008). *2008 National Science Foundation ADVANCE Institutional Transformation Principal Investigators Meeting*. Invited participant. Alexandria, VA.
- Quinn, K.** (2007). *Alfred P. Sloan and AWLP Working Retreat on Workplace Flexibility*. Invited participant. Park City, UT.
- Yen, J. W., **Quinn, K.**, Carrigan, C., Litzler, E., & Riskin, E. A. (2007). The ADVANCE Mentoring-for-Leadership lunch series for women faculty in STEM at the University of Washington. *Poster presented at the 2007 National Science Foundation ADVANCE Institutional Transformation Principal Investigators Meeting*. Arlington, VA.

Participation in Invited National and International Meetings (Cont.)

- Quinn, K.** (2006). *Meeting and Dinner for the Winners of the Alfred P. Sloan Awards for Faculty Career Flexibility*. Invited participant. Washington, DC.
- Quinn, K.** (2005). *ACE-Sloan Foundation Invitational Conference on Flexible Faculty Career Paths*. Invited participant. Chicago, IL.
- Quinn, K.** (2004). Part-time faculty careers at the University of Washington. *Presentation at the Sloan MIT Forum: Careers in the Academy*. Cambridge, MA.
- Quinn, K., Lange, S. E., Riskin, E. A., & Yen, J. W.** (2004). Family/work policies and practices: The UW experience. *Presentation at the 2004 National Science Foundation ADVANCE Institutional Transformation Principal Investigators Meeting*. Atlanta, GA.
- Quinn, K., & Brainard, S. G.** (2003). Gaps in 'family friendly' policy/program intentions and actual practice. *Presentation at the AAUP Research Roundtable on Work/Family Issues for Faculty*. Washington, DC.
- Quinn, K., & Rickerson, N.** (2003). Student services interview findings on the UW campus. *Presentation at the DO-IT Admin Collaborative Meeting*. Seattle, WA.

Other Publications

- Winter, K., Kent, J., & Bradshaw, R.** (2018). *Preparing Future Faculty: A Framework for Design and Evaluation at the University Level*. Washington, DC: Council of Graduate Schools.
- Swail, W. S., **Quinn, K.**, Landis, K., & Fung, M. (2012). *A Blueprint for Success: Case Studies of Successful Pre-College Outreach Programs*. Educational Policy Institute (EPI): Washington, DC.
- Swail, W. S., **Quinn, K.**, Landis, K., & Fung, M. (2012). *2012 National Directory of Pre-College Outreach Programs*. Educational Policy Institute (EPI): Washington, DC.
- Quinn, K.** (2008). Leading academic departments for work-family cultural change: What department chairs can do. *Handout for the presentation, "The chairperson's role in work-family flexibility for faculty" at the Twenty-fifth Annual Conference on Academic Leadership*.
- Quinn, K.** (2008). How to use flexible policy options to support faculty. *Handout for the Winter 2008 UW ADVANCE/LCVI Chairs Workshop*.
- Quinn, K.** (2006). *Graduate and professional student socialization regarding work and family in higher education*. Unpublished doctoral dissertation, University of Washington, Seattle.
- Quinn, K.** (2005). Family-friendly policies for faculty: A department head/chair's guide. *Handout for the Summer 2005 National UW ADVANCE Summer Leadership Workshop for Department Chairs*.
- Quinn, K.** (2005). Work/life balance for faculty: Research and recommendations on family-friendly policies and practices. *Handout for the Summer 2005 National UW ADVANCE Summer Leadership Workshop for Department Chairs*.
- Quinn, K., Lange, S. E., Yen, J. W., & Riskin, E. A.** (2004). Exploring part-time tenure track policy at the University of Washington: Final report to the Alfred P. Sloan foundation.

Scholarly Interests

My interests have been focused in six broad areas in higher education: (1) leadership and leadership development; (2) policy making and analysis; (3) institutional transformation and cultural change; (4) measurement and assessment; (5) recruiting, retaining, and advancing women and underrepresented minoritized students in academic STEM; and, (6) socialization and professional development of students and faculty. I evaluate programs and initiatives in educational settings and teach research design and methods in online doctoral programs.

Evaluation, Consulting, and Research Activities

Kate Winter Evaluation, LLC 2022 – 2028
External Evaluator, Promoting STEM Student Success and Career Entry with an Integrated Achievement and Mentoring Model

This **NSF-funded S STEM project** of Hofstra University intends to contribute to the national need for well-educated scientists, mathematicians, engineers, and technicians by supporting the retention and graduation of high-achieving, low-income students with demonstrated financial need at Nassau Community College (NCC) and Hofstra University (HU). I lead the team providing formative and summative evaluation of project activities, outputs, and outcomes.

Kate Winter Evaluation, LLC 2022 – 2026
External Evaluator, Improving the Retention and Success of High Performing, Low Income Undergraduates in Computer Science

This **NSF-funded S STEM project** of CUNY Queen's College includes enhanced mentoring, a summer bridge program, and career development opportunities. Support provided to Scholars includes: an advisory group including faculty those from the CC's; a project director assigned to work with Career Counseling and help students navigate the system and find a job within the discipline; and a bridge course, held the summer before beginning at QC intended to strengthen content knowledge and ease transfer shock for transfer students as they adjust to QC. I provide formative and summative evaluation of the project.

Kate Winter Evaluation, LLC 2021 – 2026
External Evaluator, Supporting A Virtual Community of Practice for Broadening Participation Knowledge Transfer

This **NSF-funded project** of the American Association of Colleges and Universities is not only developing a knowledge-generating platform for, and by, HBCU-UP PIs, but also expanding their capacity to disseminate research about broadening participation to the entire STEM higher education reform community. The project is (i) designing, developing, and growing a robust knowledge-transfer platform, for and by HBCU STEM faculty; (ii) using a knowledge-transfer platform to facilitate the transfer of HBCU knowledge and unique ways of knowing about broadening participation to the entire STEM higher education reform community; and (iii) testing the capacity of the knowledge-transfer platform for effectiveness through social network analysis. I provide formative and summative evaluation of the project activities, outputs, and outcomes.

Kate Winter Evaluation, LLC 2021 – 2026
External Evaluator, NSF IGE Innovation Acceleration Hub

The goal of this **NSF-funded project** of the Council of Graduate Schools (CGS) is to accelerate innovation in STEM graduate education by facilitating communications about research activities and outcomes among awardees of the NSF IGE program and providing a robust platform for external stakeholder engagement. CGS will design, develop, evaluate, and continuously improve an online microsite and comprehensive communication strategy that will foster learning and collaboration among IGE awardees and the broader STEM graduate education community. I provide formative and summative evaluation of the project.

Evaluation, Consulting, and Research Activities (Cont.)

Kate Winter Evaluation, LLC 2020 – 2025

External Evaluator, Awarding Career Educators in STEM (ACES): Leveraging Simulation Technology, Institutional Mission, and Field Experiences to Address Critical Teacher Shortages

This **NSF-funded Noyce project** of Saint Leo University seeks to attract undergraduate students majoring in biology and mathematics into STEM teaching careers. To deepen interest and foster skill development, students who are selected for scholarships engage in multiple supervised outreach and teaching opportunities. Microteaching experiences enhanced by a mixed-reality classroom simulator provide a laboratory for students to hone their classroom skills. I provide formative and summative evaluation of the project activities, outputs, and outcomes.

Kate Winter Evaluation, LLC 2020 – 2025

External Evaluator, ASCB MOSAIC

For this NIH-funded **Maximizing Opportunities for Scientific and Academic Independent Careers (MOSAIC) program** of the American Society for Cell Biology (ASCB), I lead the team providing all aspects of formative and summative evaluation of implementation and outcomes. The ASCB MOSAIC Program (AMP) is a cohort-based professional skills development program that builds on the strengths of the AMP scholars, mentors and community to increase scholars' attainment of concrete professional outcomes (e.g., publications, grants, tenure-track faculty positions) and self-reported psychosocial benefits (e.g., strong efficacy, identification as a scientist, and a sense of belonging to and participating in a meaningful academic science community).

Kate Winter Evaluation, LLC 2020 – 2023

External Evaluator, Developing the Biotechnology Certificate Program at Harris-Stowe State University

This **NSF-Funded HBCU UP Targeted Infusion Project** uses CURES (Classroom Undergraduate Research Experiences) to achieve three aims: to develop advanced laboratory courses to support a biotechnology certificate program, establish the biotechnology certificate at Harris-Stowe State University, and provide CURES that will increase workplace readiness and opportunity placement for students. I provide oversight and consultation for the project evaluation.

Kate Winter Evaluation, LLC 2019 – 2024

External Evaluator, Scaling Support for Non-tenure Track STEM Faculty through Learning Communities and Design Teams

For this NSF-funded **Improving Undergraduate STEM Education (NSF-IUSE)** initiative of the Association of American Colleges and Universities (AAC&U), I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project is developing a national, research-based Institute for supporting non-tenure track faculty, which will be held annually for four consecutive years. The Institute will recruit small teams of faculty and administrators from 50 college and university campuses. There, the teams will learn about supports for non-tenure track faculty and develop a plan for supporting the work of adjunct faculty on their campuses. The project aims to serve the national interest by improving the STEM teaching and learning environment for undergraduate STEM students.

Kate Winter Evaluation, LLC 2019 – 2024

External Evaluator, QC Makerspace Project

For this NSF-funded **HSI-STEM** initiative of CUNY Queens College and the New York Hall of Science, I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project is developing and supporting a learning community for STEM faculty, who will enrich STEM courses at Queens College with project-based learning activities introducing students to making and design thinking. The project seeks to generate data on best practices in project-based learning while examining whether making and design thinking support changes in students' motivational beliefs and interest in STEM.

Evaluation, Consulting, and Research Activities (Cont.)

Kate Winter Evaluation, LLC 2019 – 2024

External Evaluator, Supporting Students in Bioscience and Applied Mathematics

For this NSF-funded **S STEM** initiative of SUNY Farmingdale State College, I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project provides scholarships for academically talented, low-income students majoring in Applied Mathematics or Biology and contributes to the national need for well-educated scientists, mathematicians, engineers, and technicians by supporting the retention and graduation of these students.

Kate Winter Evaluation, LLC 2019 – 2024

External Evaluator, iAM Program

For this NSF-funded **S STEM** initiative of Hofstra University, I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The iAM Program addresses three factors critical to retention: academic achievement, academic and social integration, and unmet financial need by providing integrated support and mentorship to promote academic and career success for its scholars. The iAM Program also prepares its upperclassmen scholars to help others by training them to become mentors for new arrivals in the program.

Kate Winter Evaluation, LLC 2019 – 2022

External Evaluator, AAAS Emerging Researchers National (ERN) Conference

The Emerging Researchers National (ERN) Conference in STEM is hosted by the American Association for the Advancement of Science (AAAS) Diversity, Equity, and Inclusion (DEI) Programs and the **National Science Foundation** (NSF) Division of Human Resource Development (HRD), within the Directorate for Education and Human Resources (EHR). The conference is aimed at college and university undergraduate and graduate students who participate in programs funded by the NSF HRD Unit, including underrepresented minorities and persons with disabilities. The objectives of the conference are to help undergraduate and graduate students to enhance their science communication skills and to better understand how to prepare for science careers in a global workforce.

Kate Winter Evaluation, LLC 2019 – 2021

External Evaluator, AAAS S STEM PI Symposium

For this NSF-funded **S STEM** initiative of the American Association for the Advancement of Science (AAAS), I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program addresses the need for a high-quality STEM workforce in STEM disciplines supported by the program by aiming to increase the success of academically-talented students with demonstrated financial need who are pursuing associate, baccalaureate, or graduate degrees in STEM. The AAAS S STEM PI Symposium program provides support and growth for current and future S STEM PIs through an annual conference.

Kate Winter Evaluation, LLC 2019 – 2020

External Evaluator, Sustainable, Transformative Engagement across a Multi-Institution/Multidisciplinary STEM (STEM)2 Network

The (STEM)2 Network is a regional group comprised of St. John's University, Adelphi University, Nassau Community College, Queensborough Community College, and Hofstra University funded by the **NSF**. Within the one-year grant, they identified opportunities for educational collaborations, utilized systems theory of change to map their current institutional environments, and identified opportunities for collaboration by aligning disciplinary guiding documents. I led the team providing formative and summative evaluation of activities, outputs, and outcomes.

Evaluation, Consulting, and Research Activities (Cont.)

- Kate Winter Evaluation, LLC 2019 – [ongoing]
Evaluation Consultant, Alfred P. Sloan Foundation Minority PhD Program
 The MPhD Program offers substantial scholarships and other forms of support to underrepresented minority students who are matriculated for a doctoral degree in engineering, the physical and natural sciences, or mathematics at a limited number of partner universities. For this project, I reviewed their existing pre and posttest instruments for entering and graduating scholars, suggested modifications based on review of their goals, conducted psychometric assessment of the new measures, and am continuing to refine their instruments as data are available.
- Kate Winter Evaluation, LLC 2018 – 2029
External Evaluator, Center for Advancing STEM Leadership (CASL II & III)
 For this NSF-funded **HBCU-UP** initiative of the University of the Virgin Islands, Fielding Graduate University, North Carolina A&T, and AAC&U, I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project furthers the work of the CASL pilot (2016-2018) researching the role of leaders and systems of leader behaviors in successful efforts to broaden participation in STEM, translate findings into leadership development for emerging leaders, and engage a Community of Practice to bring the successes of HBCUs to mainstream US higher education.
- Kate Winter Evaluation, LLC 2018 – 2022
External Evaluator, ASCB IPERT
 For this NIH-funded **Innovative Programs to Enhance Research Training (IPERT)** project of the American Society for Cell Biology (ASCB), I lead the team providing all aspects of formative and summative evaluation of implementation and outcomes. The project aims to 1) scaffold the training arc of emerging scientists in a population of cell biologists from underrepresented (UR) groups; 2) normalize engagement with conversations, concerns, and opportunities around inclusiveness in a scientific society; 3) increase leadership and members' appreciation of the universal value and strategic advantage of inclusiveness in the biomedical sciences; and 4) improve understanding of evidence-based approaches.
- Kate Winter Evaluation, LLC 2018 – 2025
External Evaluator, STEM Women of Color Conclave™ Leadership Colloquium
 For this NSF-funded **Professional Development Workshop Series for STEM Faculty** of Fielding Graduate University, I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project aims to implement a state-of-the-art professional development approach through convenings that integrate leadership development, scholarship, coalition building and professional/personal wellness to have a systemic impact on broadening participation.
- Kate Winter Evaluation, LLC 2018 – 2020
External Evaluator, Transitions to Teaching
 For this **GraduateNYC College Completion Innovation Fund**-supported project at CUNY Queens College, I provide consultation for metrics and data collection instruments and conduct formative and summative evaluation of project implementation and outcomes. TtT combines face-to-face and online opportunities through a hybrid community to address the teacher shortage in NYC.
- Kate Winter Evaluation, LLC 2018 – 2019
External Evaluator, Capacity Building to Address Critical STEM Teacher Shortages in West Central Florida - Enhancing Teacher Preparedness and Certification in Biology and Math
 For this **NSF-funded Robert Noyce Teacher Scholarship Program Capacity Building** project of Saint Leo University (FL), I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project seeks to address a critical STEM teacher shortage in Florida by exploring needed infrastructure, recruitment, and other factors.

Evaluation, Consulting, and Research Activities (Cont.)

Kate Winter Evaluation, LLC 2018

External Evaluator, Preparing Future Faculty to Assess Undergraduate Student Learning

The Council of Graduate Schools (CGS) was awarded grants from the **Alfred P. Sloan and Teagle Foundations** to address the need for greater faculty expertise and engagement in the assessment of undergraduate student learning. I conducted a post hoc external evaluation of the program and its outcomes, collecting insights from grantees on experiences and lessons learned through interviews, a survey, and a one-day convening.

Kate Winter Evaluation, LLC 2017 – 2023

External Evaluator, Fostering an Interdisciplinary Community of Practice to Sustain Implementation and Research in Undergraduate STEM Education

This **NSF-funded** project offers three forms of faculty development to broker and sustain joint efforts by faculty and researchers to engage in R&D projects. This innovative model for developing interdisciplinary teams of STEM faculty and researchers was developed and the effectiveness of the model is being tested as an approach to tackling the issues associated with the success and retention of low-income students in STEM. I provide formative and summative evaluation of all activities, outputs, and outcomes.

Kate Winter Evaluation, LLC 2016 – 2021

External Evaluator, STEM Bridges across Eastern Queens

For this US Department of Education-funded **HSI-STEM** initiative of Queens College CUNY and Queensborough Community College, I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project uses a cluster Random Controlled Trial to measure the impacts of interventions that redesign “landing” courses in STEM and that provide collaborative learning opportunities for students in the treatment group.

Kate Winter, PhD 2016 – 2023

Member, Inclusive Excellence Commission

The **Howard Hughes Medical Institute** (HHMI) funded this working group of the AAC&U to translate HHMI IE interventions into user-friendly resources that faculty and administrators can use to accelerate institutionalization of inclusive STEM higher education reforms, and to broaden national appreciation for, understanding of, and consciousness about inclusive excellence as a necessity for ensuring the vitality of the US science and engineering enterprise.

Kate Winter Evaluation, LLC 2016 – 2021

External Evaluator, Emerging Mathematics and Computer Science Scholars (EMACS)

For this NSF-funded **S-STEM** project of St. Leo University (FL), I led the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project sought to test interventions designed to close the gaps in interest and achievement in computer science and mathematics for women and traditionally underrepresented groups in these fields by creating working groups and teams incorporating students and faculty from both disciplines.

Kate Winter, PhD 2016 – 2019

Project Coach, Forschungsprojekt: Soziale Räume für Egalitäre Bildungsbeteiligung – Fokus Geschlecht

The **Austrian Federal Ministry of Education** funded the project, *Research Project: Social Spaces for Egalitarian Participation in Education – Focus on Gender*, through the Institut für Bildungswissenschaften und Forschung Salzburger Pädagogische Hochschule (Institute for Educational Science and Research at the Salzburg University of Education). I provided consultation to inform project design and implementation, facilitated two convenings of project participants, presented findings at the 2018 Gender Summit, and co-authored the closing chapter in the edited volume produced by the project. This project developed into the foundation of the edited volume *Re-Conceptualizing Safe Space – Supporting Inclusive Education*.

Evaluation, Consulting, and Research Activities (Cont.)

Kate Winter Evaluation, LLC 2016 – 2018

External Evaluator, Collaborative for Advancing STEM Leadership (CASL I)

For this NSF-funded **HBCU-UP** initiative of the University of the Virgin Islands, Fielding Graduate University, North Carolina A&T, and AAC&U, I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project seeks to research the role of leaders and leadership characteristics in successful efforts to broaden participation in STEM, translate identified attributes into leadership development for emerging leaders, and engage a Community of Practice to bring the successes of HBCUs to mainstream US higher education.

Kate Winter, PhD 2016

3s GmbH (Freelance), Study on the feasibility of setting institutional arrangements at European level to ensure management and quality assurance of issues related to an extended scope of the EQF

The **European Commission, DG Employment and Social Affairs and Inclusion** commissioned PPMI and 3s to undertake this year-long study of the potential procedures, quality criteria, quality assurance measures and ultimately institutional placement of several activities related to EQF and ESCO classification. Dr. Winter conducted interviews, coded and analyzed transcripts, and contributed her findings to those of other researchers in the collaborative.

Kate Winter Evaluation, LLC 2015 – 2021

External Evaluator, Metacommunity for Broadening Participation

For this **NSF-funded** initiative of the Association of American Colleges and Universities (AAC&U), I lead the team providing all aspects of formative and summative evaluation of project implementation and outcomes. The project seeks to meaningfully include HBCUs in AAC&U's online networking platform, STEM Central, through complete redesign of the platform and creation of a metacommunity that combines the HBCU community of faculty, administrators, and scholars with the community of educational researchers of STEM. Social network analysis will explore changes in density, depth, and breadth of virtual relationships, as measured through online interactions, from before the project to immediately after.

Kate Winter Evaluation, LLC 2015 – 2020

External Evaluator, The Faculty Workload and Rewards Project: A Randomized Trial

For this NSF-funded **ADVANCE PLAN-D** project, I provide: guidance and external oversight of random assignment and data collection activities; review of all materials and PI analysis of project outcomes; brief annual formative evaluation reports; qualitative data collection (interviews and/or observations) during the final summer institute; summative assessment of project activities and outcomes; and, a comprehensive evaluation report for use in reporting to NSF. The Faculty Workload and Reward Project aims to transform outmoded workplace structures and cultures that maintain inequality between men and women university faculty in the STEM/Social Science fields in campus service, teaching, and mentoring workloads.

Kate Winter Evaluation, LLC 2015 – 2020

External Evaluator, Creating Research Opportunities for Students

For this US Department of Education-funded **First in the World** project, I lead the team that provides all aspects of formative and summative evaluation of project implementation and outcomes for the Mid-Atlantic Consortium's Research Aligned Mentorship (RAM) Program. The project adapts the UCLA PEERS model for use in college environments with high proportions of at-risk students to increase student persistence and graduation. The evaluation consists of a multi-site, blocked RCT design involving five sites and two groups of students at each site (freshmen and transfers) intended to meet the WWC Evidence Standards *without reservations*.

Evaluation, Consulting, and Research Activities (Cont.)

- Kate Winter Evaluation 2014 – 2017
External Evaluator, TIDES
 KWE provided all aspects of formative and summative evaluation of project implementation and outcomes for the Teaching to Increase Diversity and Equity in STEM (TIDES) project. TIDES was an initiative of the Association of American Colleges and Universities (AAC&U) Project Kaleidoscope (PKAL), funded by the **Helmsley Trust**, to increase the self-efficacy of faculty regarding culturally competent pedagogy in STEM. It was a three-year curriculum and faculty development project working with 19 competitively selected campuses to develop models for broad institutional change that will advance evidence-based and culturally competent teaching. TIDES is now a self-sustaining week-long Institute for STEM faculty and administrators.
- Educational Policy Institute/EPI International 2011 – 2013
Senior Research Scientist
 Completed the data analysis and reporting of the evaluation of a U.S. Department of Education-funded **Elementary and Secondary School Counseling Program (ESSCP)**, assumed direction of the external evaluation of the **Safe Schools/Healthy Students Grant** for Lawrence County School District and Laurel Public Schools (MS), designed and conducted the evaluation of an **Investment in Innovation (i3)** program, designed and implemented a comprehensive evaluation of three grant programs (Undergraduate International Studies and Foreign Language Program, Business and International Education Program, and National Resource Centers Program) for the **U.S. Department of Education International and Foreign Language Education program office**, was team leader for developing procedures for **Service Obligation Repayment** for the Office of Special Education Programs at the U.S. Department of Education, and led the evaluation of two federal **Teaching American History** grants. Provided leadership on policy studies and served as liaison to the Washington, DC education community. Drafted proposals in response to grant opportunities from various sources, presented findings to constituent groups, prepared reports for clients and funding agencies, and disseminated research findings at national conferences.
- ACE-Sloan Projects for Faculty Career Flexibility, American Council on Education 2009 – 2011
Associate Project Director
 Evaluated institutional efforts to increase flexibility in faculty careers and to transform campus climate to support work-life balance; developed funding sources and advancement strategies; explored the unique challenges faced by academic medical faculty regarding work-life balance; worked with leaders from various national agencies related to higher education and faculty groups to identify critical issues in faculty career flexibility and to disseminate best practices in increasing flexibility; prepared reports and manuscripts; and shared findings nationally. Conducted a preliminary exploration of the socio-cultural aspects of faculty retirement transitions and co-authored a subsequently funded grant proposal for a new competition for best practices in retirement policies for faculty. Co-authored a grant proposal (funded) to conduct a fourth round of the Sloan Awards with a focus on medical schools.
- Kate Winter, PhD 2009 – 2017
Volunteer Analyst, APSA Tomorrow's Physician Initiative
 Assisted with data collection, analysis, and dissemination of findings from the Tomorrow's Physician Initiative. In an effort to promote parity and equality at the higher ranks of academia, as well as instigate policy changes to promote the vitality of all academic physicians, the American Physician Scientists Association (APSA) launched the Tomorrow's Physician Initiative with input from leaders at the American Medical Women's Association (AMWA) and the Association of American Medical Colleges (AAMC). This national study of medical students was designed to identify factors that either help or hinder advancement in academic medicine, as well as to gauge the career desires of future physicians and physician scientists.

Evaluation, Consulting, and Research Activities (Cont.)

- Office of the Provost, CityUniversity of Seattle 2009
Special Assistant to the Provost (part-time, January - June)
 Planned and implemented activities related to Northwest Commission on Colleges and Universities (NWCCU) accreditation, researched new degree programs and developed written materials for accreditation and other projects. Established and maintained academic research and writing functions within the Office of the Provost. Coordinated and monitored the development of accreditation materials to ensure compliance with all relevant requirements. Worked with NWCCU steering committee to ensure that action plans addressing the critical gaps, improvement needs, and data/evidence needs were being implemented. Conducted interviews to develop materials for inclusion in NWCCU accreditation review, materials needed for addition of new degree programs, etc. Wrote interview summaries, governance standards, action plans, proposals, and other materials.
- UW ADVANCE Center for Institutional Change, UW 2008 – 2009
Interim Program/Research Manager (part-time)
 Oversaw and assessed the Mentoring for Leadership Lunches for women faculty in STEM, the leadership development workshops for UW department chairs, and the workshops for junior faculty in STEM; supervised research projects; and, drafted grant proposals, manuscripts, and presentations.
- Inquiry on College Faculty Research Group, UW 2008 – 2009
Co-Principal Investigator
 Worked collaboratively with a diverse group of Higher Education faculty and graduate students to explore various aspects including faculty satisfaction, productivity, decision-making and authority, generational differences, and work-family decisions using NSOPF data; mentored and advised graduate students on research and writing; and, co-authored publications and presentations for national dissemination.
- Office of the Provost, UW 2006 – 2008
Project Director, Balance@UW
 Planned and executed higher education policy research and work-life cultural change efforts; disseminated best practices nationally through presentations and publications; performed a peer benchmarking analysis of flexible policy options, faculty housing, dual career hiring, paid family leave, and campus-based childcare; conducted a study of recruitment and retention of UW faculty; collaborated with the Work-Life in Pediatrics working group to perform a climate survey of Pediatric faculty; assisted the Faculty Council on Women in Academia with a study of faculty mentoring, career development, and work-family climate; co-authored grant proposals for additional research efforts; and, disseminated research findings and best practices.
- Harry Bridges Center for Labor Studies, UW 2006 – 2007
Workgroup Member
 Assisted with proposal writing to create the funded workgroup “Race, Class, and Work-Life Balance: Exploring Intersectionality in the Domains of Work & Care.” With an interdisciplinary group of faculty and graduate students, reviewed literature, developed research agendas, and coordinated campus efforts to partner with the community. Co-authored the annual report on workgroup activities and a grant proposal that received \$8,783 to explore the work-life balance of academics and other professionals of color.
- Leadership, Community, and Values Initiative (LCVI), UW 2005
Graduate Research Assistant
 Conducted literature reviews of employee engagement and satisfaction and of cultural transformation. Worked with members of the LCVI team and the human resources department to develop a survey tool to collect data regarding employees’ self-assessment of engagement and satisfaction, as well as perceptions of institutional climate and culture. Performed analysis of the work-family balance variables of the data for the academic employees. Presented findings to various constituent groups on campus.

Evaluation, Consulting, and Research Activities (Cont.)

UW ADVANCE Center for Institutional Change, UW 2003 – 2006
Graduate Research Assistant and Post-Doctoral Research Associate
 Co-authored a grant proposal that received **\$45,825** from the Alfred P. Sloan Foundation and assisted in the development, implementation, and evaluation of a national leadership development workshop for department chairs. Researched the part-time tenure track policies at the UW, presented findings nationally, and co-authored published articles. Authored the proposal “Eight by ‘08” for the ACE-Sloan *Flexible Faculty Careers Award*, resulting in a **\$250,000** award to UW. Assisted with program evaluation and institutionalization of quarterly department chairs’ leadership development workshops and co-authored the proposal for the continuation of the national workshops, which resulted in a **\$500,000** NSF ADVANCE PAID award. Helped develop the “On-Ramps into Academia” proposal to NSF, which resulted in **\$569,000** to encourage PhD-level women in industry to consider academic careers.

DO-IT, UW 2002 – 2003
Graduate Student Intern
 Performed a needs assessment of student services offices to determine ways that DO-IT (Disabilities, Opportunities, Internetworking, and Technology) could facilitate effective and efficient service delivery to students with disabilities. Presented findings at the annual meeting of DO-IT administrators.

Higher Education Administrative Activities

University of Washington 2006 – 2008
Project Director, Balance@UW, Office of the Provost
Special Assistant to the Executive Vice Provost
 Directed all aspects of an initiative to increase the flexibility of UW faculty careers; provided consultation to campus committees on best practices in work-life policies and programs; collaborated with the Leadership, Community, and Values Initiative and UW ADVANCE on leadership development workshops for department chairs at UW and nationally; developed, implemented, and assessed new programmatic offerings; performed institutional research related to work-life; supervised a graduate research assistant on research projects; and, managed project budgets.

University of Washington 2001 – 2003
Assistant to the Vice President for Human Resources, Office of Human Resources
 Provided administrative support to the vice president for human resources, performed peer surveys and policy analysis, participated on committees, coordinated human resources events, maintained budget accounts, and drafted correspondence.

Rochester Institute of Technology 2000 – 2001
Staff Assistant, American Sign Language and Interpreting
 Advised and assisted undergraduate students with the application process, course selection, and registration; maintained departmental budgets; provided administrative support to the department chair; hired, trained, and supervised work-study students; coordinated department events; scheduled courses; ensured timely and accurate postings to the online course schedule; and, processed textbook orders.

Teaching Activities

Analysis and Application of Scholarly Literature (ILD 890) Fall 2018
 Doctor of Education in Leadership Program, Creighton University

Proposal Construction Course (ILD 814) Spr 2023, Fall 2020, Fall 2015
 Doctor of Education in Leadership Program, Creighton University

Teaching Activities (Cont.)

<i>Research Design and Data Analysis (ILD 813)</i> Doctor of Education in Leadership Program, Creighton University	Sum 2016, Spr 2015 (2), Sum 2015
<i>Quantitative Research Design and Methods (ILD 850)</i> Doctor of Education in Leadership Program, Creighton University	Spr 2019, Sum 2016, Fall 2015, Sum 2014
<i>Research Design and Professional Inquiry (ILD 812)</i> Doctor of Education in Leadership Program, Creighton University	Fall 2015, Spr 2014
<i>Qualitative Research Design and Methods (ILD 851)</i> Doctor of Education in Leadership Program, Creighton University	Fall 2016, Spr 2014 (2), Fall 2013
<i>Dissertation Research (ILD 899)</i> Doctor of Education in Leadership Program, Creighton University	[Numerous], Fall 2020, Fall 2018, Sum 2013
<i>Research Design (LDRD 623)</i> Doctor of Education in Leadership Program, CityU of Seattle	Win & Sum 2013, Sum 2012
<i>Introduction to Research Methods (R7001)</i> Doctor of Education Program, Argosy University	Sum 2012
<i>Research Design in Education (EDLPS 549)</i> Educational Leadership and Policy Studies, University of Washington	Fall 2007, Fall 2008
<i>The Idea of the University (CHID 210)</i> Comparative History of Ideas, University of Washington	Win 2006

Service Activities

Professional Associations and Other National Activities

Ad Hoc Reviewer, National Science Foundation (various programs)	2020 – present
Alternate Reviewer, U.S. Department of Education	2020
Reviewer, NABI Summit	2019
Reviewer, Journal of Negro Education	2019 – present
Reviewer, Journal of the Professoriate	2017 – present
Member, Editorial Board, Journal of Diversity in Higher Education	2015 – 2022
Reviewer, Journal of College Student Retention: Research, Theory & Practice	2015 – present
Ad Hoc Reviewer, ASHE Higher Education Report Series	2013 – 2019
Member, Department of Education Advisory Board, Argosy University	2011 – 2014
Ad Hoc Reviewer, Journal of Diversity in Higher Education	2010 – 2015
Ad Hoc Reviewer, NSF ADVANCE	2008 – 2009
Publications Reviewer, WorldatWork	2008 – 2017
Ad Hoc Reviewer, NASPA Journal about Women in Higher Education	2008 – 2018
Volunteer Analyst, APSA: Tomorrow's Physician Initiative	2009 – 2017
Member, Information Management Committee, CUWFA	2006 – 2008, 2009 – 2010

Service Activities (Cont.)

Reviewer, Annual Meeting, AERA	2008, 2012, 2013
Member, Annual Conference Planning Committee, CUWFA	2006, 2009
Member, Conference Planning Committee, Iowa State University ADVANCE	2007 – 2008
Reviewer, Annual Meeting, ASHE	2007 – 2010, 2012, 2013, 2020
Intern, 2002 Annual Meeting, ASHE	2002
<i>University of Washington</i>	
Member, Huckabay Fellowship Selection Committee	2008
Ex-officio member, President’s Advisory Committee on Women	2006 – 2009
Member, LCVI Workgroup on Faculty Leadership Development	2006 – 2008
Member, Provost’s Childcare Advisory Committee (disbanded 2007)	2006 – 2007
Vice Chair, Learning for Leadership Council	2005 – 2006
Ex-officio member (to 2006) and regularly invited guest, Faculty Senate Council on Women in Academia	2004 – 2009
Member, Work/Life Advisory Committee (disbanded 2006)	2003 – 2006
Graduate and Professional Student Senate (GPSS) Senator, College of Education	2003 – 2004
Member, Advisory Committee on Disability Issues	2002 – 2004

Professional Affiliations and Memberships

Accelerating Systemic Change Network (ASCN, since 2018)
 ADVANCE Resource and Coordination (ARC) Network (since, 2019)
 American Association for the Advancement of Science (AAAS, since 2021)
 American Educational Research Association (AERA, since 2005)
 American Evaluation Association (AEA, since 2011)
 Association for the Study of Higher Education (ASHE, since 2002)
 Association of Leadership Educators (ALE, since 2018)
 European Evaluation Society (EES, 2013)
 The International Society of Cultural-historical Activity Research (ISCAR, since 2017)
 Mixed Methods International Research Association (MMIRA, since 2017)

Doctoral Students Supervised

1. Kimyatta Divinity (Argosy University, graduated 2012, committee member, Dissertation Title: *The Impact of Work-Family Spillover among Working Professional Adult Caregivers*)
2. Sarah M. Miller (Creighton University, graduated 2014, committee member, Dissertation Title: *Nurses' Faith and Its Impact on the Provision of the Spiritual Component of Holistic Care to Patients in Oncology*)
3. Donald B. Richwine (Creighton University, graduated 2016, committee member, Dissertation Title: *Small Business Set-aside Programs and Federal Government Acquisitions Reform*)
4. Denise Chaney (Creighton University, graduated 2017, **chair**, Dissertation Title: *Are Homeless Women with Children Accessing Available Resources: If Not, Why?*)
5. Lee Tapia (Creighton University, graduated 2017, **chair**, Dissertation Title: *The Effect of the Selfless Leadership Program*)
6. Troy C. Stearns (Creighton University, graduated 2017, **chair**, Dissertation Title: *Formal and Informal Peer Leadership on a High School Varsity Baseball Team: A Qualitative Study of Peer Leadership Effects on a Varsity Baseball Player's Motivation and Sense of Team Cohesion*)
7. Angela R. Abbott (Creighton University, graduated 2017, **chair**, Dissertation Title: *Purdue Extension: Employee Engagement and Leadership Style*)
8. Abigail M. Heinrichs (Creighton University, graduated 2017, **chair**, Dissertation Title: *An Exploratory Investigation of the Relationship between Academic Self-efficacy and Use of Supplementary Academic Resources*)
9. Barbara M. Clark (Creighton University, graduated 2018, committee member, Dissertation Title: *Social Capital and Women's Leadership: A Qualitative Study to Inform K-8 Curriculum*)
10. Mary Dobransky (Creighton University, graduated 2018, committee member, Dissertation Title: *The Effect of Membership in an Online Cohort Major on Degree Completion and Engagement of Baccalaureate Students*)
11. Spencer Taylor (Creighton University, graduated 2019, committee member, Dissertation Title: *Volunteer Tutor Perceptions of Leadership Values and Servant Leadership at a Faith-Based University: A Qualitative Phenomenological Study*)
12. Marilyn D. Cannon (Creighton University, graduated 2020, **chair**, Dissertation Title: *An Analysis Of Elementary Mathematics Specialists' Contributions To K-5 Mathematics Teachers' Efficacy*)
13. Jinnie S. Kim (Creighton University, graduated 2020, committee member, Dissertation Title: *Measuring Academic Outcomes of Equity and Racial Equity Policies in Public Schools*)
14. Jade Herman (Creighton University, graduated 2021, **chair**, Dissertation Title: *Exploring Co-Curricular Leadership Development Experiences of Undergraduate Students at South Dakota Mines*)
15. Mary Ripley (Creighton University, graduated 2021, **chair**, Dissertation Title: *Internal Crisis Communication and Affective Commitment in Ohio Small Businesses: A Qualitative Study*)
16. Teresa Scott (Creighton University, graduated 2022, **chair**, Dissertation Title: *A Trifecta? Exploring the Intersection of Race, Gender, and Disability on the Career Advancement Efforts of College Educated African American Women with Physical Disabilities*)
17. Karin Botto (Creighton University, graduated 2022, **chair**, Dissertation Title: *Developing the Ecological Self for Sustainability Leadership in Jesuit Higher Education in the United States*)

Doctoral Students Supervised (Cont.)

18. Therese Laux (Creighton University, graduated 2022, **chair**, Dissertation Title: *Mathematics Course-taking and Its Influence on Post-Secondary Computer Science Education and Career Choices by Girls*)
19. Laura Steele (Creighton University, graduated 2022, **chair**, Dissertation Title: *Trusting the Principal: A Phenomenological Study of Faculty Perceptions of Trustworthy Traits and Leadership Behaviors*)
20. Kirk Barbieri (Creighton University, graduated 2023, committee member, Dissertation Title: *An Assessment of Gender Differences in Physician Pay in Three Florida Public Medical Schools*)
21. Gabriele Haynes (University of the Virgin Islands, graduated 2023, **chair**, Dissertation Title: *An Interpretative Phenomenological Analysis of Faculty Experiences in Education Research Grant-Writing in Puerto Rico*)
22. Staci Bennett (Creighton University, in progress, **chair**)
23. Eduardo Bousson (Creighton University, in progress, **chair**)
24. Antwan Wilson (Creighton University, in progress, **chair**)
25. Tim Miller (Creighton University, in progress, **chair**)
26. Samiatu Mante (Creighton University, in progress, **chair**)