

CLIFTON (CLIF) CONRAD

Clifton Forbes Conrad
 Vilas Distinguished Achievement Professor
 Professor of Higher Education
 University of Wisconsin-Madison

BIOGRAPHICAL SKETCH

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Clifton (Clif) Conrad is Vilas Distinguished Achievement Professor and Professor of Higher Education at the University of Wisconsin-Madison.

Prior to joining the UW-Madison faculty in 1987, Prof. Conrad served on the faculty at the University of Denver (1975-1977), The College of William and Mary (1977-1981), and the University of Arizona (1981-1987)—where he also served as a department chair and as associate dean for academic affairs. After graduating from high school in Bismarck, North Dakota, he did his undergraduate work in History at Macalester College and the University of Kansas. He subsequently received an M.A. in Political Science from the University of Kansas and a Ph.D. in Higher Education from the University of Michigan. (He also completed two years of full-time doctoral study in Sociology, including one year at the University of Kansas and another at Indiana University where he taught undergraduate courses in Sociology.)

Professor Conrad served as president of the Association for the Study of Higher Education from 1987-1988. From 2016-2020 he served as Faculty Director of the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) at the University of Wisconsin-Madison.

Anchored in his longstanding commitment to advancing equal educational opportunity and student learning at both the undergraduate and graduate level, Professor Conrad's research is centered around five domains of inquiry: undergraduate education (including liberal education); graduate education; teaching and learning; program quality at the institutional, departmental, and course levels; and student access, learning, and persistence at Minority-Serving Institutions (Historically Black Colleges and Universities, Tribal Colleges and Universities, Asian American and Native American Pacific Islander-Serving Institutions, and Hispanic-Serving Institutions). His publications include: 8 books; 10 edited books; 7 monographs; and more than 100 articles, book chapters, and miscellaneous publications. In addition, he has conducted 30 studies for the U.S. Department of Justice and the U.S. Department of Education (Office for Civil Rights). [His research statement is included on pp. 39-40 of this document.] In the last decade, his research has focused on undergraduate education, teaching and learning, and Minority-Serving Institutions (MSIs)—the latter includes a three-year study of 12 MSIs located across the United States.

Since joining the faculty at the University of Wisconsin-Madison, his books include: Learning with Others: Collaborative Learning as a Pathway to College Student Success (2021) with Todd Lundberg; Cultivating Inquiry-Driven Learners: A College Education for the 21st Century (2020) with Laura A. Dunek; Educating a Diverse Nation: Lessons from Minority-Serving Institutions (2015) with Marybeth Gasman); The SAGE Handbook on Research in Education: Ideas as the Keystone of Exemplary Inquiry (2011) co-edited with Ron Serlin); College & University Curriculum: Placing Learning at the Epicenter of Courses, Programs, and Institutions (2007) co-edited with Jason Johnson); Qualitative Research in Higher Education: Expanding Perspectives (2001) co-edited with Jennifer Grant Haworth and Lisa Lattuca); Emblems of Quality: Developing and Sustaining High-Quality Academic Programs (1997) with Jennifer Grant Haworth); and A Silent Success: Master's Education in the United States (1993) with Jennifer Grant Haworth and Susan B. Millar). External funding for his research has been provided by the Council of Graduate Schools, The Pew Charitable Trusts, U.S. Department of Justice, TIAA-CREF,

PricewaterhouseCoopers, USA Funds, Kresge Foundation, and The Lumina Foundation for Education.

From 1980 to 2010 Professor Conrad served as an expert witness and consultant to the U.S. Government in prominent civil rights cases involving race and gender in American colleges and universities. From 1980 to 2001 he conducted extensive scholarship and testified on segregation/desegregation in higher education for the U.S. Department of Justice in major civil rights cases involving race in higher education in three states: Louisiana, Mississippi, and Alabama. In the Alabama case he served as the rebuttal witness to George Wallace, the former Governor of Alabama whose opposition to desegregation led President John F. Kennedy in 1961 to bring in federal troops to ensure the peaceful desegregation of the University of Alabama. In the 1990s, Professor Conrad also served as a key witness for the United States Department of Justice in two prominent cases focused on whether women should be able to attend all-male public institutions: *United States v. Virginia*, 518 U.S. 515 (1996) (Virginia Military Institute case) and *Faulkner v. Jones*, 51 F.3d 440 (4th Cir. 1997) (Citadel case).

Two of the five civil rights cases mentioned above culminated in landmark decisions on race and gender discrimination by the U.S. Supreme Court: the 1992 *United States [Ayers] v. Fordice* 505 U.S. 717 (1992) and the 1996 Virginia Military Institute (VMI) case. Professor Conrad's scholarship and testimony on race and on gender have been recognized as having a major impact on the decisions of the U.S. Supreme Court in both of these cases. In *Fordice*, the U.S. Supreme Court identified two major practices that contributed to *de jure* segregated systems of higher education in Mississippi: 1) the widespread unnecessary duplication of academic programs in the historically black and historically white public colleges and universities, and 2) the limited missions of the HBCUs as reflected in their limited program offerings across degree levels. Professor Conrad's scholarship and testimony, which were extensively cited by the U.S. Supreme Court to support its decision, provided the foundation for the findings of the Supreme Court that these two practices illegally continued to exist in Mississippi. [The seminal decision of the U.S. Supreme Court in *Fordice* established the judicial standard for assessing whether previously racially segregated public universities continued to violate federal law.]

In the literature and commentary on the *United States v. Fordice* (desegregation in higher education) and the *VMI* (Citadel) cases decided by the U.S. Supreme Court, Professor Conrad is acknowledged as the key witness for the United States government. (He is featured in a 2010 documentary video on the Voices of American Law website at Duke University—a website that features interviews with key parties in major U.S. Supreme Court cases.)

From 1997 to 2010 Professor Conrad also conducted major studies and served as a consultant to the Office for Civil Rights, U.S. Department of Education, regarding higher education desegregation in four more states: Texas, Virginia, Maryland, and Oklahoma. And from 2011-2019 Professor Conrad also served as a consultant in the case of the Coalition for Equity and Excellence in Maryland Higher Education v. Maryland Higher Education Commission, et al.¹ Along with his extensive scholarship and testimony as an expert witness, Professor Conrad has been a major contributor in designing statewide plans for advancing

¹In her October 7, 2013 ruling in this case, Judge Catherine C. Blake ruled that the State of Maryland “has failed to meet its burden of demonstrating there are not ongoing segregative effects that are a result of the traceable unnecessary program duplication proven by the Coalition” (p. 52). Based to a large extent on the research and testimony of Professor Conrad, who is cited throughout *Maryland Higher Education v. Maryland Higher Education Commission, et al.* (977 F. Supp. 2nd 507 (D.Md. 2013)), Judge Blake stated: “Dr. Clifton Conrad, the Coalition’s expert on unnecessary program duplication, is the nation’s preeminent scholar on this issue” whose definition of “unnecessary duplication” was “adopted by the U.S. Supreme Court in *Fordice* (at 535).”

desegregation in higher education in six states.

Professor Conrad has taught a wide range of courses, from qualitative research methods to curriculum in higher education to seminars on such topics as “Minority-Serving Colleges and Universities” and “Ideas of the University.” From 1998-2001, he served as Director of a 10 credit-hour post-baccalaureate certificate program at the University of Wisconsin-Madison entitled “Teaching and Learning Scholarship in Higher Education.” This program was aimed at helping graduate students from across disciplines at the university prepare for careers as faculty members. In 2002, he became part of a National Science Foundation grant awarded the University of Wisconsin-Madison to establish a Center for the Integration of Research, Teaching, and Learning. Professor Conrad has taught in Ecuador and consulted in South America, Europe, Asia, the Middle East, and South Africa. In 2006-2007, for example, he served as a major consultant to Project AAFAQ, a national initiative by the Saudi Ministry of Higher Education (MOHE) that led to a long-term strategic plan for higher education (which he helped draft) for the Kingdom of Saudi Arabia. In 2011, he served as a consultant to the Institute for International Education (IIE) in Erbil, Iraq where he gave three major addresses and engaged in extensive dialogue with Iraqi professors and college and university presidents at a conference on “Models and Trends in Contemporary Higher Education.” In 2013 he traveled to the Sultanate of Oman and participated in the writing of a narrative of the developmental history of the University of Nizwa. Also in 2013 he traveled to South Africa where he was a keynote speaker at a conference focused on “inquiry-driven learners”—the concept that he advanced in his book with Laura Dunek. In 2016 he journeyed to China to share his research at East China Normal University and Nanjing University and in 2017 he returned to China to share his research at two more universities (Shenzhen University and South China Normal University).

His Ph.D. students have included individuals of diverse racial, ethnic, and socioeconomic backgrounds, including students from Ghana, Laos, Turkey, China, Ecuador, and South Korea. A number of his Ph.D. advisees have gone on to faculty positions at such institutions as Michigan State University, Northwestern University, University of Minnesota, George Washington University, Louisiana State University-Baton Rouge, the University of Vermont, and the University of Washington. Several of his doctoral students have served as college presidents and in such positions as Deputy Assistant Secretary for Higher Education in the U.S. Department of Education, with many holding leadership positions in colleges and universities in the United States as well as across the globe.

FORMAL EDUCATION

<u>Institution</u>	<u>Dates</u>	<u>Major Field</u>	<u>Degree</u>
University of Michigan	1973-1975	Higher Education	Ph.D.
Indiana University	1972-1973	Sociology	
University of Kansas	1971-1972	Sociology	
University of Kansas	1969-1971	Political Science	M.A.
University of Kansas	1966-1969	History	B.A.
Macalester College	1965-1966	History	

EMPLOYMENT HISTORY

1987-	<p><u>University of Wisconsin-Madison</u> Professor of Higher Education Coordinator of Higher and Postsecondary Education (1987-1995, 2004-2006) Department of Educational Leadership and Policy Analysis</p> <p>Faculty Director (2016-2020) Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE)</p>
1981-1987	<p><u>University of Arizona</u> Associate Professor of Higher Education (1981-1984) and Professor of Higher Education (1984-1987)</p>
1985-1987	<p>Associate Dean for Academic Affairs (College of Education)</p> <p>Major responsibilities as Associate Dean included: (1) curriculum, including overseeing a review and revision of all graduate and undergraduate programs and courses; (2) faculty recruitment, evaluation (including merit review and promotion and tenure), and development (including establishment of a mentoring program and an in-service program for faculty); (3) allocation, recruitment, assignment, and training of graduate assistants; and (4) representative of the Office of the Dean in working with department heads in the areas of faculty, staff, graduate assistants, students, and committees; approval of faculty loads, contracts, and grants; recommending budget and personnel needs; and of degree programs.</p>
1985-1986	<p>Chair, Department of Educational Administration and Higher Education</p>
1977-1981	<p><u>The College of William and Mary</u> Associate Professor of Higher Education</p>
1975-1977	<p><u>University of Denver</u> Assistant Professor of Higher Education</p>

1974-1975 **University of Michigan**
 Research Associate (Carnegie Council on Policy Studies in Higher Education)

1972-1973 **Indiana University**
 Associate Instructor of Sociology

1972 **University of Kansas**
 Research Assistant in Sociology
 1970-71 Assistant to the Dean of Foreign Students

HONORS AND AWARDS

2016 Outstanding Mentor Award, Dept. of Educational Leadership and Policy Analysis

2012- Chosen as Vilas Distinguished Achievement Professor at the UW-Madison
 (Vilas is a named professorship which recognizes professors whose scholarship has
 advanced knowledge and whose excellence also encompasses teaching and service.)

2011 Outstanding Teacher Award, Dept. of Educational Leadership and Policy Analysis

2008 Outstanding Teacher Award, Dept. of Educational Leadership and Policy Analysis

1987-1988 President, Association for the Study of Higher Education

RESEARCH AND PUBLICATION

Books

- Conrad, Clifton F. and Todd Lundberg. (2022). Learning with Others: Collaborative Learning as a Pathway to College Student Success. Baltimore, Maryland: The Johns Hopkins University Press.
- Conrad, Clifton F. and Laura Dunek. (2020). Cultivating Inquiry-Driven Learners: A College Education for the 21st Century. Baltimore, Maryland: Johns Hopkins University Press. (141 pp.) [The first edition of this book, which was published by Johns Hopkins University Press in 2012, was published in Chinese by Shanghai Scientific & Technological Education Publishing House in 2016.]
- Conrad, Clifton and Marybeth Gasman. (2015). Educating a Diverse Nation: Lessons from Minority-Serving Institutions. Cambridge, Massachusetts & London, England: Harvard University Press, (295 pp.)
- Haworth, Jennifer Grant, and Conrad, Clifton F. (1997). Emblems of Quality: Developing and Sustaining High-Quality Academic Programs. Boston, Massachusetts: Allyn and Bacon. (253 pp.)
- Conrad, Clifton F., Haworth, Jennifer Grant, and Millar, Susan Bolyard. (1993). A Silent Success: Master's Education in the United States. Baltimore, Maryland: The Johns Hopkins University Press. (342 pp.) [In 2016 this book was published in Chinese by Peking University Press.]
- Bullock, G. William and Conrad, Clifton F. (1981). Management: Perspectives from the Social Sciences. Washington, D.C.: University Press of America. (327 pp.)
- Conrad, Clifton F. (1978). The Undergraduate Curriculum: A Guide to Innovation and Reform. Boulder, Colorado: Westview Press. (213 pp.) (Selected as an outstanding academic book of 1978 by the American Library Association.)

Edited Books

- Conrad, Clifton F. and Serlin, Ronald (co-editors). (2011). The SAGE Handbook on Research in Education: Ideas as the Keystone of Exemplary Inquiry. Thousand Oaks, CA: SAGE. (Second Edition.) (512 pp.)
- Conrad, Clifton F. and Johnson, Jason (co-editors). (2007). College & University Curriculum: Placing Learning at the Epicenter of Courses, Programs, and Institutions. Boston, Massachusetts: Pearson Custom Publishing. (880 pp.)
- Conrad, Clifton F. and Serlin, Ronald (co-editors). (2006). The SAGE Handbook on Research in Education: Engaging Ideas and Enriching Inquiry. Thousand Oaks, CA: SAGE. (598 pp.)
- Lattuca, Lisa R., Haworth, Jennifer Grant, and Conrad, Clifton F. (co-editors). (2002). College and University Curricula: Developing and Cultivating Programs of Study that Enhance Student Learning. Boston, Massachusetts: Pearson Custom Publishing. (666 pp.)
- Conrad, Clifton F., Jennifer Grant Haworth, and Lisa R. Lattuca (co-editors). (2001). Qualitative Research in Higher Education: Expanding Perspectives. Boston, Massachusetts: Pearson Custom Publishing. (714 pp.)

Haworth, Jennifer Grant and Conrad, Clifton F. (co-editors). (1995). Revisioning Curriculum in Higher Education. Needham Heights, Massachusetts: Simon and Schuster. (548 pp.)

Conrad, Clifton F., Neumann, Anna, Haworth, Jennifer Grant, and Scott, Patricia (co-editors). (1993). Qualitative Research in Higher Education: Experiencing Alternative Perspectives and Approaches. Needham Heights, Massachusetts: Simon and Schuster. (689 pp.)

Conrad, Clifton F. and Haworth, Jennifer Grant (co-editors). (1990). Curriculum in Transition: Perspectives on the Undergraduate Experience. Needham Heights, Massachusetts: Simon and Schuster. (447 pp.)

Conrad, Clifton F. (editor). (1987). ASHE Reader on Academic Programs in Colleges and Universities. Lexington, Massachusetts: Ginn Press. (429 pp.)

Conrad, Clifton F. (editor). (1985). ASHE Reader on Academic Programs in Colleges and Universities. Lexington, Massachusetts: Ginn Press. (387 pp.)

Monographs

Conrad, Clifton F. and Kim Rapp. (2003). "A Study of Accounting Education at Nine Universities and PricewaterhouseCoopers: A Summary" in Educating for the Public Trust. New York: PricewaterhouseCoopers, pp. 11-39. (29 pp.)

Conrad, Clifton F. and Wilson, Richard F. (1985). Academic Program Reviews: Institutional Approaches, Expectations, and Controversies. ASHE-ERIC/Higher Education Research Report No. 5. Washington, D.C.: Association for the Study of Higher Education. (95 pp.)

Conrad, Clifton F. and Talbott, Mary. (1983). The Demographic Transformation of Arizona: Implications for Minority Participation in Higher Education. Tucson, Arizona: Center for the Study of Higher Education, University of Arizona. (33 pp.)

Conrad, Clifton F. (1983). At the Crossroads: General Education in Community Colleges. Horizons Issue Monograph Series. Washington, D.C.: Council of Universities and Colleges, American Association of Community and Junior Colleges; Los Angeles: ERIC Clearinghouse for Junior Colleges. (71 pp.)

Conrad, Clifton F. and Wyer, Jean C. (1980). Liberal Education in Transition. AAHE-ERIC/Higher Education Research Report No. 3. Washington, D.C.: American Association for Higher Education. (66 pp.)

Conrad, Clifton F. and Cosand, Joseph P. (1976). The Implications of Federal Education Policy. AAHE-ERIC/Higher Education Research Report No. 1. Washington, D.C.: American Association for Higher Education. (65 pp.)

Blackburn, Robert; Armstrong, Ellen; Conrad, Clifton; Didham, James; and McKune, Thomas. (1976). Changing Practices in Undergraduate Education. Berkeley, California: Carnegie Council on Policy Studies in Higher Education. (56 pp.)

Research and Scholarly Papers (Refereed)

- You, Zhuran, Conrad, Clifton, and Hu, Yingzi. (2020) The Professionalisation of Teaching and Teacher Education in China: A Policy Analysis of a Nation-Wide Reform. Compare: A Journal of Comparative and International Education. DOI: [10.1080/03057925.2020.1850235](https://doi.org/10.1080/03057925.2020.1850235)
- You, Zhuran, Conrad, Clifton, and Hu, Yingzi. (2020). "Research on the Endogenous Force of Teaching Reform in American Colleges and Universities: On the Oncological Construction of College Teaching Reform." Meitan Higher Education 38 (2), pp. 40-45.
- Lundberg, Todd, Conrad, Clifton, Gasman, Marybeth, Nguyen, Thai-Huy & Commodore, Felicia. (2018). Practices of Remedial Mathematics Students Who Success in College: A Case Study of Developmental Math Education at Chief Dull Knife College." The Review of Higher Education 42 (1), pp. 61-101.
- Commodore, Felicia, Gasman, Marybeth, Conrad, Clifton, and Ngyunen, Thai-Huy. (2018) Coming Together: A Case Study of Collaboration Between Student Affairs and Faculty at Norfolk State University. Frontiers in Education 3 (39), pp. 1-10.
- Nguyen, Thai-Huy, Nguyen, Bach Mai Dolly, Nguyen, Mike Hao, Gasman, Marybeth, & Conrad, Clifton. (2018). From Marginalized to Validated: An In-Depth Study of an Asian American, Native American and Pacific Islander Serving Institution. Review of Higher Education 41 (3), 327-363.
- Gasman, Marybeth, Nguyen, Thai-Huy, Conrad, Clifton, Lundberg, Todd, & Commodore, Felicia. (2017). "Black Male Success in STEM: A Case Study of Morehouse College. Journal of Diversity in Higher Education 10 (2), 181-200.
- Gasman, Marybeth, Nguyen, Thai-Huy & Conrad, Clifton F. (2015). Lives Intertwined: A Primer on the History and Emergence of Minority Serving Institutions. Journal of Diversity in Higher Education, 8 (2), 120-138.
- Holzbauer, Jerome J. and Conrad, Clifton. (2010). "A Typology of Disability Harassment in Secondary Schools." Career Development for Exceptional Individuals 33, 143-154.
- Conrad, Clifton F. and Johnson, Jason. (March, 2008). "Replenishing Liberal Education: Perspectives from the United States." Educational Studies 50 (March, 2008), 103-118. (Japan)
- Conrad, Clifton F., Johnson, Jason, and Gupta, Divya. (August, 2007). "Teaching-for-Learning (TFL): A Model for Faculty to Advance Student Learning." Innovative Higher Education 32, 153-165.
- Kim, Mikyong and Conrad, Clifton F. (June, 2006). "The Impact of Historically Black Colleges and Universities on the Academic Success of African American Students." Research in Higher Education 47, 399-427.
- Johnson, Jason N. and Conrad, Clifton F. (Spring, 2005). "Reflections on the Public-Private Configuration of American Postsecondary Education." Comparative and International Education Review 4, 141-154.
- Conrad, Clifton F. and Rapp-Hanretta, Kim. (Spring, 2002). "Positioning Master's Programs in Library and Information Science: A Template for Avoiding Pitfalls and Seizing Opportunities in Light of Key External and Internal Forces. Journal of Education for Library and Information Science 43, 92- 102.

- Conrad, Clifton F. and Duren, Katherine M. (Fall, 1997). "Review Essay: On Culture, Canons, and the College Curriculum." Review of Higher Education, 103-110.
- Conrad, Clifton F., Brier, Ellen M., and Braxton, John. (January, 1997). "Factors Contributing to the Matriculation of White Students in Public HBCUs." Journal for a Just and Caring Education 3, 37-62.
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- Haworth, Jennifer G. and Conrad, Clifton F. (Winter, 1992). "Conformity or Subversiveness: Alternative Approaches to Professional Master's Education in Regional Colleges and Universities." Metropolitan Universities 3, 8-19.
- Haworth, Jennifer G., and Conrad, Clifton F. (Fall, 1991). "Liberating Education in Modern Metropolitan Universities." Metropolitan Universities 2, 21-30.
- Conrad, Clifton F., and Shrode, Paul. (Spring, 1990). "The Long Road: Desegregating Higher Education." Thought and Action 6, 35-45.
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- Conrad, Clifton F., and Eagan, David J. (Spring, 1989). "The Prestige Game in American Higher Education." Thought and Action 5, 5-16.
- Conrad, Clifton F. (Spring, 1989). "Meditations on the Ideology of Inquiry in Higher Education: Exposition, Critique, and Conjecture." Review of Higher Education 12, 199-220.
- Young, Denise L., Blackburn, Robert T., Conrad, Clifton F., and Cameron, Kim S. (Spring, 1989). "Leadership, Student Effort, and Departmental Program Quality: An Exploration of Quality Across Levels of Analysis." Review of Higher Education 12, 265-277.
- Webster, David S.; Conrad, Clifton F.; and Jensen, Eric L. (April, 1988). "Objective and Reputational Rankings of Ph.D.-Granting Departments of Sociology, 1965-1982." Sociological Focus 21, 177-198.
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- Blackburn, Robert T. and Conrad, Clifton F. (1986). "The New Revisionists and the History of Higher Education." Higher Education 15, 211-230.
- Conrad, Clifton F. and Blackburn, Robert T. (Fall, 1986). "Current Views of Departmental Quality: An Empirical Examination." Review of Higher Education 9, 249-265.
- Leslie, Larry L. and Conrad, Clifton F. (Winter, 1985-1986). "Higher Education in the 1980s: Examining the Conventional Wisdom." College Board Review 138, 12-17, 30-31.

- Conrad, Clifton F. and Pratt, Anne M. (November/December, 1985). "Designing for Quality." Journal of Higher Education 56, 601-622.
- Conrad, Clifton F. and Blackburn, Robert T. (Summer, 1985). "Correlates of Departmental Quality in Regional Colleges and Universities." American Educational Research Journal 22, 279-295.
- Wyer, Jean C. and Conrad, Clifton F. (Spring, 1984). "Institutional Inbreeding Reexamined." American Educational Research Journal 21, 213-225.
- Wyer, Jean C. and Conrad, Clifton F. (Winter, 1984). "Institutional Origin: Labor Market Signaling in Higher Education." Review of Higher Education 7, 95-109.
- Conrad, Clifton F., and Hammond, Martine F. (Winter, 1983-1984). "Enhancing Program Quality in Community Colleges." Community College Review 11, 15-21.
- Leslie, Larry L., Drachman, Sally, Conrad, Clifton, and Ramey, Gary. (Fall, 1983). "Factors Accounting for Variations Over Time in Voluntary Support for Colleges and Universities." Journal of Education Finance 9, 213-225.
- Conrad, Clifton F. and Pratt, Anne M. (January/February, 1983). "Making Decisions About the Curriculum: From Metaphor to Model." Journal of Higher Education 54, 16-30.
- Conrad, Clifton F. and Wyer, Jean C. (November/December, 1982). "Incest in Academe: The Case for Selective Inbreeding." Change 14, 45-48.
- Conrad, Clifton F. and Hammond, Martine. (Fall, 1982). "Cooperative Approaches to Faculty Development." Community College Review 10, 48-51.
- Conrad, Clifton F. (Fall, 1982). "Grounded Theory: An Alternative Approach to Research in Higher Education." Review of Higher Education 5, 239-249.
- Conrad, Clifton F. and Wyer, Jean C. (January/February, 1982). "Seven Trends in Liberal Learning." AGB Reports 24, 10-14.
- Newcombe, Judith P. and Conrad, Clifton F. (November/December, 1981). "A Theory of Mandated Academic Change." Journal of Higher Education 52, 555-577.
- Pratt, Anne M. and Conrad, Clifton F. (Summer, 1981). "Everyman's Undergraduate Curriculum: A Question of Humanistic Context." Liberal Education 67, 168-176.
- Conrad, Clifton F. and Pratt, Anne M. (Winter, 1981). "Measure for Measure: Liberal Education and the Fine Arts—A Delicate Balance." Review of Higher Education, 3, 47-58.
- Conrad, Clifton F. (April, 1978). "A Grounded Theory of Academic Change." Sociology of Education, 51, 101-112.
- Aiken, Caroline and Conrad, Clifton F. (Fall, 1977). "Improving Academic Advising Through Computerization." College and University 53, 115-123.

Conrad, Clifton F. (October, 1974). "University Goals: An Operative Approach." Journal of Higher Education 45, 504-516.

Book Chapters

Commodore, Felecia, Gasman, Marybeth, and Clif Conrad. (2018). "We Over Me: Servant Leadership, Teamwork, and the Success of Paul Quinn College." In Models of Success: How Historically Black Colleges and Universities Survive the Economic Recession, edited by Shametrice Davis and Walter Kimbrough. Charlotte, North Carolina: Information Age Publishing.

Lundberg, Todd and Clifton F. Conrad. (In-Press). "Hispanic-Serving Institutions: The Challenge of Becoming Culturally Relevant Institutions." In The Oxford Encyclopedia of Latino/a Politics, edited by Suzanne Oboler and Deena Gonzalez. New York: Oxford University Press.

Matheny, Christopher and Clifton F. Conrad. (2012). "Advancing Change and Innovation in Two-Year Colleges." In Advancing the Regional Role of Two-Year Colleges in the Twenty-First Century, edited by L. Allen Phelps. Thousand Oaks, California: New Directions for Community Colleges, Jossey-Bass, pp. 111-124.

Dunek, Laura and Clifton F. Conrad. (2011). "Cultivating Idea-Centric Writing in our Teaching of Writing: Placing the Pursuit of Ideas at the Epicenter of Writing." In The SAGE Handbook on Research in Education: Ideas as the Keystone of Exemplary Inquiry, edited by Clifton Conrad and Ronald Serlin. Thousand Oaks, CA: SAGE, pp. 342- 353.

Conrad, Clifton F. "Curriculum, Teaching, and Learning." (2010). In Introduction to American Higher Education, edited by Shaun R. Harper and Jerlando F.L. Jackson. New York: Routledge, pp. 89-92.

Johnson, Jason N., Clifton F. Conrad, and Laura Perna. (2006.) "Minority-Serving Institutions of Higher Education: Building Upon and Extending Lines of Inquiry for the Advancement of the Public Good." In The SAGE Handbook on Research in Education: Engaging Ideas and Enriching Inquiry, edited by Clifton Conrad and Ronald Serlin. Thousand Oaks, CA: SAGE, pp. 263-277.

Gislason, Kristina, and Conrad, Clifton F. (2005). "Higher Education in the United States: A Continuing Legacy of Change and Innovation." In The Encyclopedia of Human Development, edited by Neil Salkind. Thousand Oaks, CA: SAGE, pp. 626-629.

Conrad, Clifton F. and Weerts, David J. (2004). "Federal Involvement in Higher Education Desegregation." In Public Funding of Higher Education: Changing Contexts and New Rationales, edited by Edward P. St. John and Michael D. Parsons. Baltimore: Johns Hopkins University Press, pp. 60-73.

Polster, Andrea S., Haworth, Jennifer Grant, and Conrad, Clifton F. (2003). "Honors Programs." In Encyclopedia of Education (Second Edition, Vol. 3), edited by James W. Guthrie. New York: Macmillan, pp. 1086-1088.

Haworth, Jennifer Grant, Conrad, Clifton F., and Polster, Andrea S. (2003). "The Master's Degree." In Encyclopedia of Education (Second Edition, Vol.5), edited by James W. Guthrie. New York: Macmillan, pp. 1537-1539.

- Huggett, Kathryn Dey; Smith, Nora; and Conrad, Clifton F. (2003). "Traditional and Contemporary Perspectives on Curriculum in Higher Education." In Encyclopedia of Education (Second Edition, Vol. 2), edited by James W. Guthrie. New York: Macmillan, pp. 519-524.
- Weerts, David J. and Conrad, Clifton F. (2002). "Desegregation in Higher Education." In Encyclopedia of Higher Education in the United States, edited by James JF Forest and Kevin Kinser. Santa Barbara, California: ABC-CLIO, pp. 161-167.
- Huggett, Kathryn Dey and Conrad, Clifton F. (2002). "Curriculum." In Encyclopedia of Higher Education in the United States, edited by James JF Forest and Kevin Kinser. Santa Barbara, California: ABC-CLIO, pp. 141-149.
- Lattuca, Lisa R., Haworth, Jennifer Grant, and Conrad, Clifton F. (2002). "Introduction." In College and University Curricula: Developing and Cultivating Programs of Study that Enhance Student Learning, edited by Lisa Lattuca, Jennifer Grant Haworth, and Clifton Conrad. Boston, Massachusetts: Pearson Custom Publishing, pp. ix-xxii.
- Conrad, Clifton F.; Haworth, Jennifer Grant; and Lattuca, Lisa R. (2001). "Expanding Perspectives in/on Qualitative Research." In Qualitative Research in Higher Education: Expanding Perspectives, edited by Clifton F. Conrad, Jennifer Grant Haworth, and Lisa R. Lattuca. Needham Heights, Massachusetts: Simon and Schuster, pp. xi-xix.
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- Conrad, Clifton F. (1999). "Change and Innovation in Graduate and Professional Education in Major Public Research Universities: The Fin de Siecle and Beyond." In Proud Traditions and Future Challenges: The University of Wisconsin-Madison Celebrates 150 Years, edited by David Ward and Noel Radomski. Madison, Wisconsin: University of Wisconsin Press, pp. 109-128.
- Conrad, Clifton F., Duren, Katherine M., and Haworth, Jennifer Grant. (1998). "Students' Perspectives on their Master's Degree Experiences: Disturbing the Conventional Wisdom." In The Experience of Being in Graduate School: An Exploration, New Directions in Higher Education, No. 101, edited by Melissa S. Anderson. San Francisco: Jossey-Bass, pp. 65-76.
- Haworth, Jennifer Grant and Conrad, Clifton F. (1997). "Master's Education in the United States: A Contemporary Portrait." In Graduate Education in the United States, edited by Maresi Nerad. Readings on Higher Education Series. New York: Garland Press, pp. 263-282.
- Bilder, Anne and Conrad, Clifton F. (1996). "Challenges in Assessing Outcomes of Graduate and Professional Education." In Assessment in Graduate and Professional Programs: Demand, Process, Outcomes, No. 92, edited by Jennifer Grant Haworth. New Directions for Institutional Research. San Francisco: Jossey-Bass, pp. 5-15.
- Haworth, Jennifer Grant and Conrad, Clifton F. (1996). "Refocusing Quality Assessment on Student Learning." In Assessment in Graduate and Professional Programs: Demand, Process, Outcomes, No. 92, edited by Jennifer Grant Haworth. New Directions for Institutional Research. San Francisco: Jossey-Bass, pp. 45-60.

- Scott, Patricia; Haworth, Jennifer Grant, Conrad, Clifton F., and Neumann, Anna. (1993). "Notes on the Classroom as Field Setting: Learning and Teaching Qualitative Research in Higher Education." In Qualitative Research in Higher Education: Experiencing Alternative Perspectives and Approaches, edited by Clifton F. Conrad, Anna Neumann, Jennifer Grant Haworth, and Patricia Scott. Lexington, Massachusetts: Simon and Schuster, pp. 3-22.
- Scott, Patricia A. and Conrad, Clifton F. (1992). "A Critique of Intensive Courses and an Agenda for Research." In Higher Education: Handbook of Theory and Research, Volume 8, edited by John C. Smart. New York: Agathon Press, pp. 411-459.
- Conrad, Clifton F. and Haworth, Jennifer G. (1992). "Undergraduate Curriculum." In Encyclopedia of Educational Research, sixth edition, edited by Marvin C. Alkin. New York: Macmillan, pp. 1437-1444.
- Conrad, Clifton F. and Millar, Susan. "Graduate Curriculum." (1992). In Encyclopedia of Higher Education, edited by Burton R. Clark and Guy Neave. New York: Pergamon, pp. 1557-1566.
- Haworth, Jennifer G. and Conrad, Clifton F. (1990). "Curricular Transformations: Traditional and Emerging Perspectives in the Academy." In Curriculum in Transition: Perspectives on the Undergraduate Experience, edited by Clifton F. Conrad and Jennifer G. Haworth. Needham Heights, Massachusetts: Ginn/Simon and Schuster, pp. 3-19.
- Conrad, Clifton F. and Eagan, David J. (1990). "Master's Degree Programs in American Higher Education." In Higher Education: Handbook of Theory and Research, Volume 6, edited by John C. Smart. New York: Agathon Press, pp. 107-160.
- Conrad, Clifton F. and Trani, Eugene P. (1990). "Challenges Met, Challenges Facing the Modern University and its Faculty." In Faculty Responsibility in Contemporary Society, edited by Clyde Wingfield. Washington, D.C.: American Association of State Colleges and Universities, pp. 1-25.
- Conrad, Clifton F. and Eagan, David J. (1989). "Achieving Excellence: How Will We Know?" In Improving Undergraduate Education in Large Universities, New Directions in Higher Education, No. 66, edited by Carol H. Pazandak. San Francisco: Jossey-Bass, pp. 51-63.
- Webster, David S. and Conrad, Clifton F. (1986). "Using Faculty Research Performance for Academic Quality Rankings." In Measuring Faculty Research Performance, New Directions in Institutional Research, No. 50, edited by John Creswell. San Francisco: Jossey-Bass, pp. 43-57.
- Conrad, Clifton F. and Pratt, Anne. (1986). "Research on Academic Programs: An Inquiry into an Emerging Field." In Higher Education: A Handbook of Theory and Research, Volume 2, edited by John C. Smart. New York: Agathon Press, pp. 235-273.
- Conrad, Clifton F. and Blackburn, Robert T. (1985). "Research on Program Quality: A Review and Critique of the Literature." In Higher Education: Handbook of Theory and Research, Volume 1, edited by John C. Smart. New York: Agathon Press, pp. 283-308.
- Conrad, Clifton F. and Talbott, Mary. (1984). "The Empirical Basis for Action." In An Action Plan for Chicano Higher Education in Arizona. Tucson, Arizona: Mexican American Studies and Research Center, pp. 12-42.

Conrad, Clifton F. (1983). "Enhancing Institutional and Program Quality." In Survival in the 1980s: Quality, Mission, and Financing Options, edited by Robert A. Wilson. Tucson, Arizona: Center for the Study of Higher Education, pp. 243-258.

Conrad, Clifton F. (1982). "Undergraduate Instruction." In Encyclopedia of Educational Research, fifth edition, edited by Harold E. Mitzel. New York: Macmillan, pp. 1963-1973.

Conrad, Clifton F. (1980). "Initiating and Implementing Institutional Change." In General Education: A Guide to Resources, The Project on General Education Models. Washington, D.C.: Association of American Colleges, pp. 102-116.

Book Chapters (Reprinted Publications)

Conrad, Clifton F. and Weerts, David J. (2010) "Federal Involvement in Higher Education: An Unfinished Agenda." In Introduction to American Higher Education, edited by Shaun R. Harper and Jerlando F.L. Jackson. New York: Routledge, pp. 417-426.

Conrad, Clifton F.; Johnson, Jason; and Gupta, Divya. (2010). "Teaching-for-Learning (TFL): A Model for Faculty to Advance Student Learning." In Introduction to American Higher Education, edited by Shaun R. Harper and Jerlando F.L. Jackson. New York: Routledge, pp. 173-189.

Haworth, Jennifer Grant, and Conrad, Clifton F. (2007). "Engaged Teaching and Learning: Staking a Claim for A New Perspective on Program Quality." In Conrad, Clifton F. and Johnson, Jason (co-editors). College and University Curriculum: Placing Learning at the Epicenter of Courses, Programs and Institutions. Boston, Massachusetts: Pearson, pp. 795-800.

Conrad, Clifton F.; Johnson, Jason; and Gupta, Divya. (2007). "Teaching-for-Learning (TFL): A Model for Faculty to Advance Student Learning." In Conrad, Clifton F. and Johnson, Jason (co-editors). College and University Curriculum: Placing Learning at the Epicenter of Courses, Programs and Institutions. Boston, Massachusetts: Pearson, pp. 575-584.

Conrad, Clifton F. and Wilson, Richard. (1994). "Academic Program Reviews: Institutional Approaches, Expectations, Controversies." In Assessment and Program Evaluation, edited by Joan S. Stark and Alice Thomas. Needham Heights, Massachusetts: Simon and Schuster, pp. 183-198. (Reprinted from Academic Program Reviews, 1985).

Conrad, Clifton F. (1993). "Meditations on the Ideology of Inquiry in Higher Education." In Qualitative Research in Higher Education, edited by Clifton Conrad, Anna Neumann, Jennifer Grant Haworth, and Patricia Scott. Needham Heights, Massachusetts: Ginn Press, pp. 151-164. (Reprinted from Review of Higher Education, 1989).

Conrad, Clifton F. (1993). "Grounded Theory: An Alternative Approach to Research in Higher Education." In Qualitative Research in Higher Education, edited by Clifton Conrad, Anna Neumann, Jennifer Grant Haworth, and Patricia Scott. Needham Heights, Massachusetts: Simon and Schuster, pp. 279-286. (Reprinted from Review of Higher Education, 1982).

Conrad, Clifton F. and Pratt, Anne M. (1990). "Making Decisions About the Curriculum: From Metaphor to Model." In Curriculum in Transition: Perspectives on the Undergraduate Curriculum, edited by Clifton F. Conrad and Jennifer Grant Haworth. Needham Heights, Massachusetts: Simon and Schuster, pp. 283-294. (Reprinted from Journal of Higher Education, 1983).

Blackburn, Robert T. and Conrad, Clifton F. (1989). "The New Revisionists and the History of Higher Education." In ASHE Reader on the History of Higher Education, edited by Lester F. Goodchild and Harold S. Wechsler. Needham Heights, Massachusetts: Ginn Press, pp. 160-170. (Reprinted from Higher Education, 1986).

Conrad, Clifton F. (1985). "A Grounded Theory of Academic Change." In ASHE Reader on Academic Programs in Colleges and Universities, edited by Clifton F. Conrad. Lexington, Massachusetts: Ginn Press, pp. 334-344 (Reprinted from Sociology of Education, 1978).

Book Reviews

Conrad, Clifton F. (Review of Abelard to Apple: The Fate of American Colleges and Universities. Teachers College Record (November 3, 2011) (<http://www.tcrecord.org> ID Number: 16580)

Conrad, Clifton F. (Review of The American Academic Profession: Transformation in Contemporary Higher Education) (2011) (ISBN: 0801899788)

Conrad, Clifton F. [Review of Understanding Minority-Serving Institutions.] Teachers College Record (July 30, 2008). (<http://www.tcrecord.org> ID Number: 15324.

Conrad, Clifton F. [Review of Fixing the Fragmented University: Decentralization with Direction.] The Review of Higher Education 32 (Fall, 2008), pp. 135-136.

Conrad, Clifton F. [Review of Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers.] The Review of Higher Education 28 (Summer, 2005), pp. 623-625.

Conrad, Clifton F. [Review of Shaping the College Curriculum.] Journal of Higher Education 68 (1997), pp. 711-713.

Conrad, Clifton F. [Review of New Life for the College Curriculum.] Journal of General Education 43(1994), pp. 59-63.

Conrad, Clifton F. [Review of Academic Quality Rankings of American Colleges and Universities.] Journal of Higher Education 58 (July/August, 1987), pp. 487-490.

Conrad, Clifton F. [Review of Crisis Management in American Higher Education.] Economics of Education Review 5 (1986), pp. 325-326.

Conrad, Clifton F. [Review of Determining the Effectiveness of Campus Services.] Economics of Education Review 5 (1986), pp. 95-96.

Conrad, Clifton F. [Review of Designing Undergraduate Education: A Systematic Guide.] Journal of Higher Education 54 (March/April, 1983), pp. 235-237.

Conrad, Clifton F. [Review of Interdisciplinarity and Higher Education.] American Journal of Education 89 (May, 1980), pp. 397-399.

Miscellaneous Publications

Conrad, Clifton F. "Learning from Minority-Serving Institutions." Diverse Issues in Higher Education. 31 (September 24, 2014), p. 23.

Conrad, Clifton F. and Johnson, Jason. "Replenishing Liberal Education." In Liberal Arts to Nurture Responsible World Citizens (in Japanese). Tokyo, Japan: International Christian University, 2007, pp. 99-123.

Menghini, Rebecca J. and Conrad, Clifton F. "Historical, Philosophical, and Sociological Foundations of Higher Education." In Foundations of American Higher Education, edited by James Bess. Needham Heights, Massachusetts, Simon and Schuster, 1997, pp. 3-5.

Ogren, Christine A. and Conrad, Clifton F. "Historical, Philosophical and Social Foundations of Higher Education." In Foundations of American Higher Education, edited by James Bess. Needham Heights, Massachusetts: Simon and Schuster, 1991, pp. 5-6.

Conrad, Clifton F.; Riley, Deborah; and Trani, Eugene P. The Changing Landscape of American Higher Education. (Essay and bibliography prepared for book exhibit on scholarship on higher education in the United States. Circulated in 51 countries.) Washington, D.C.: United States Information Agency, 1989. (107 pp.)

Conrad, Clifton F. "Curriculum and Instruction." In ASHE Handbook on Teaching and Instructional Resources, edited by John J. Gardiner. Lexington, Massachusetts: Ginn Press, 1987, pp. 16-17.

Conrad, Clifton F. and Garland, Peter. "Two Hundred Years of Honor: But How Long Will It Last?" The Alumni Gazette of the College of William and Mary 47 (July/August, 1979), pp. 19-22.

SPONSORED FUNDING

Gasman, Marybeth and Clifton Conrad (co-principal investigators). Minority-Serving Institutions (MSIs): Models of Success Project. Awarded by USA Funds, 2013, \$275,000.

Gasman, Marybeth and Clifton Conrad (co-principal investigators). Minority-Serving Institutions (MSIs): Models of Success Project. Awarded by USA Funds, Kresge Foundations, and Lumina Foundation for Education, 2011-2013, \$1,500,000.

Conrad, Clifton and Courter, Sandra (co-principal investigators). Proposal for a New Capstone Program: Post-Baccalaureate Program for Teaching Scholarship in Higher Education. Awarded by the Graduate School at the University of Wisconsin-Madison, 1998, \$174,760.

Conrad, Clifton and Jennifer Grant Haworth (co-principal investigators). Investing in Quality: Lessons from a National Study of Master's Education. Awarded by TIAA-CREF to the University of Wisconsin-Madison, 1993, \$10,000.

Adams, William R., Bisgaard, Soren, Conrad, Clifton F., Stampen, Jacob, et. al (co-principal investigators). IBM Total Quality Management Partnership. Awarded by IBM to the College of Engineering and School of Business at the University of Wisconsin-Madison, 1992-1997, \$1,000,000.

Conrad, Clifton (principal investigator). Master's Degrees in the United States. Awarded by The Pew

Charitable Trusts to the Council of Graduate Schools and the Wisconsin Center for Educational Research at the University of Wisconsin-Madison, 1989-1991, \$400,000.

Conrad, Clifton (principal investigator). Proposal for Studying Master's Degrees in the United States. Awarded by the Council of Graduate Schools to the University of Wisconsin-Madison, 1988, \$5,000.

Zemsky, Robert, Tierney, Michael, Conrad, Clifton, and Leslie, Larry (co-principal investigators). Planning Grant for NIE Center on Postsecondary Management and Governance. Awarded by the National Institute of Education to the University of Pennsylvania and the Center for the Study of Higher Education at the University of Arizona, 1985, \$15,000.

COURSES TAUGHT

University of Wisconsin-Madison, 1987-

Academic Programs in Colleges and Universities
 Seminar: Ideas of the University
 Field Research Design and Methodologies (Qualitative Research Methods)
 Introduction to the Scholarship of Teaching and Learning in Higher Education
 Teaching-as-Research (College Teaching)
 The College Classroom: Teaching Science and Engineering
 Minority-Serving Institutions of Higher Education
 Challenges and Opportunities in Designing High-Quality Teaching and Learning Experiences
 Communicating Scholarship and Writing for Multiple Audiences
 Doctoral Inquiry: Introductory Course for Ph.D. Students
 Interviewing: Methods and Practices
 Theory and Practice of Educational Planning
 Colleges and Universities: Organization and Governance
 History of Higher Education
 Administrative Problems in Higher Education
 Seminar: College and University Administration
 Introduction to Higher Education in the United States
 Student Personnel Administration in Higher Education
 Seminar on Dissertation Research
 Delta Internship (Teaching) Seminar

University of Arizona, 1981-1987

Curriculum in Higher Education
 Teaching in Higher Education
 Introduction to Higher Education in the United States
 Community Colleges
 Organization and Administration in Higher Education

College of William and Mary, 1977-1981

History of Higher Education
 Governmental Impact on Higher Education
 Current Issues in Higher Education
 Seminar on Organization and Governance in Higher Education
 Curriculum Development in Higher Education
 Financing of Higher Education
 The Community College
 Faculty Development
 Doctoral Seminar in Higher Education

University of Denver, 1975-1977

Research Methods in Education
 Current Issues in Higher Education
 Seminar: Institutional Research and Planning
 Administration and Financing of Higher Education
 Seminar: Sociology of Innovations in Higher Education
 Curriculum and Instruction
 American College Student
 Seminar: Liberal Arts Curriculum

SERVICE

EXPERT WITNESS:
U. S. DEPARTMENT OF JUSTICE (1980-2001)

Expert witness for the U.S. Department of Justice in *Faulkner and U.S. v. Jones (Citadel)*, 1994-1996.

Expert witness for the U.S. Department of Justice regarding the *United States v. Virginia, et al. (VMI)* (518 515) 1990-1991, 1993-1994.

Consultant to the U.S. Department of Justice regarding the *United States v. State of Ohio*, 1984.

Expert witness for the U.S. Department of Justice in *Knight and United States v. State of Alabama*, 1983-1985, 1990, 1994-1995.

Expert witness for the U.S. Department of Justice in *United States [Ayers] v. Fordice* (Mississippi) (505 717) 1981-1983, 1986-1987, 1992-1994, 1997-2001.

Expert witness for the U.S. Department of Justice in *United States v. State of Louisiana*, 1980-1982, 1987-1989, 1994, 1998.

Judicial Testimony and Depositions (U.S Department of Justice)

October 28, 1995 Chicago, Ill.	Deposed for U.S. Justice Department U.S. and Mellette vs. Jones, et al. (Citadel) (Ms. Shannon Faulkner was replaced by Ms. Mellette)
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February 28, 1995 Birmingham, Al.	Testified for U.S. Justice Department Knight and U.S. vs. State of Alabama
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December 21-22, 1994 Birmingham, Al.	Deposed for U.S. Justice Department Knight and U.S. vs. State of Alabama
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June 8-9 and July 11, 1994 Oxford, Ms.	Testified for U.S. Justice Department United States (Ayers) vs. Fordice (Mississippi)
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May 20 and 24, 1994 Charleston, S.C.	Testified for U.S. Justice Department Faulkner vs. Jones, et. al (Citadel)
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April 28, 1994 Washington, DC	Deposed for U.S. Justice Department Faulkner vs. Jones, et. al (Citadel)
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February 12, 1994 Roanoke, Va.	Testified for U.S. Justice Department U.S. vs. Commonwealth of Virginia, et. al (VMI)
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January 10, 1994 Oxford, Ms.	Deposed for U.S. Justice Department United States (Ayers) vs. Fordice (Mississippi)
December 22, 1993 Washington, DC	Deposed for U.S. Justice Department U.S. vs. Commonwealth of Virginia, et. al (VMI)
April 5, 1991 Roanoke, Va.	Testified for U.S. Justice Department U.S. vs. Commonwealth of Virginia, et. al (VMI)
February 19-20, 1991 Washington, DC	Deposed for U.S. Justice Department U.S. vs. Commonwealth of Virginia, et. al (VMI)
November 1 and December 17-19, 1990 Birmingham, Al.	Testified for U.S. Justice Department Knight and U.S. vs. State of Alabama
September 19, 1990 Birmingham, Al.	Deposed for U.S. Justice Department U.S. vs. State of Alabama
March 14, 1989 New Orleans, La.	Testified for U.S. Justice Department U.S. vs. State of Louisiana
Feb. 6-8, 1989 Baton Rouge, La.	Deposed for U.S. Justice Department U.S. vs. State of Louisiana
April 27, 1987 Oxford, Ms.	Testified for U.S. Justice Department Ayers vs. Allain (Mississippi)
Jan. 22-23, 1987 Jackson, Ms.	Deposed for U.S. Justice Department Ayers vs. Allain (Mississippi)
July 8, 1985 Birmingham, Al.	Testified for U.S. Justice Department U.S. vs. State of Alabama
April 22-23, 1985 Birmingham, Al.	Deposed for U.S. Justice Department U.S. vs. State of Alabama
August 11-12, 1981 Jackson, Ms.	Deposed for U.S. Justice Department Ayers vs. Winter (Mississippi)
April 13-14, 1981 Washington, DC	Deposed for U.S. Justice Department U.S. vs. State of Louisiana

**CONSULTANT TO U. S. DEPARTMENT OF EDUCATION:
OFFICE FOR CIVIL RIGHTS (1997-2010)**

Consultant to the U.S. Department of Education, Office for Civil Rights (OCR), regarding desegregation in higher education in the State of Oklahoma, 2004, 2005, 2010.

Consultant to the U.S. Department of Education, Office for Civil Rights (OCR), regarding desegregation in higher education in the State of Maryland, 2000 and 2005.

Consultant to the U.S. Department of Education, Office for Civil Rights (OCR), regarding desegregation in higher education in the Commonwealth of Virginia, 1998-2001.

Consultant to U.S. Department of Education, Office for Civil Rights (OCR), regarding desegregation in higher education in the State of Texas, 1997-2000.

**EXPERT WITNESS:
CONSULTANT TO THE COALITION FOR EQUITY AND EXCELLENCE IN
MARYLAND HIGHER EDUCATION, INC. (2010-2020)**

Judicial Testimony and Depositions

January, 2012 Testified in Federal District Court
Baltimore, Md.

April, 2011 Deposed by the State of Maryland
Washington, D.C..

September, 2016 Deposed by the State of Maryland

January, 2017 Testified in Federal District Court

Consultant

Consultant regarding desegregation in higher education in the State of Maryland, 2010-2018. Suit was filed by the Coalition for Equity & Excellence in Maryland v. Maryland Higher Education Commission, Case No. CCB-06-cv-2773.

**SERVICE TO COLLEGES, UNIVERSITIES,
AND STATE HIGHER EDUCATION AGENCIES**

Colleges and Universities

I have provided various services (consulting, lecturing, and conducting workshops and program reviews) at the following colleges and universities:

Shenzhen University (China), 2017
 South China Normal University (China), 2017
 Nanjing University (China), 2016
 East China Normal University (China), 2016
 North-West University (South Africa), 2013
 University of Nizwa (Oman), 2013
 Qatar University (Qatar), 2012
 Salahaddin University (Iraq) 2011
 Union College (NY), 2007
 International Christian University (Japan), 2006
 Fu Jen Catholic University (Taiwan), 2006
 Soochow University (Taiwan), 2006
 George Washington University, 2006
 Universidad Internacional del Ecuador (Ecuador), 2003
 University of Iowa (IA), 1998
 University of Wisconsin-Green Bay (WI), 1997
 Georgia State University (GA), 1996
 University of Pittsburgh (PA), 1996
 Loyola University Chicago (IL), 1996
 Regis University (CO), 1995
 Syracuse University (NY), 1994
 East Carolina University (NC), 1994
 University of Wisconsin-Whitewater (WI), 1992
 Pacific Lutheran University (WA), 1992
 Michigan State University (MI), 1992
 Georgia State University (GA), 1991
 Boise State University (ID), 1990-1991
 University of Minnesota (MN), 1988
 Mount Scenario College (WI), 1988
 California State University-Fresno (CA), 1986
 North Carolina State University (NC), 1986
 University of Nebraska-Lincoln (NE), 1984
 University of Tennessee at Martin (TN), 1983-1984
 Maricopa Community College District (AZ), 1981-1983
 Elon College (NC), 1981
 Christopher Newport College (VA), 1979-1982
 Thomas Nelson Community College (VA), 1979-1982
 Rappahannock Community College (VA), 1979-1982
 Paul D. Camp Community College (VA), 1979-1981
 Old Dominion University (VA), 1979-1982
 Tidewater Community College (VA), 1979-1982
 Loretto Heights College (CO), 1976

State Higher Education Agencies

I have provided various services to the following state higher education agencies:

- Arizona Board of Regents
- Maryland Higher Education System
- Minnesota Higher Education Coordinating Board
- Minnesota State University System
- Pennsylvania State System of Higher Education
- University of Wisconsin System

PROFESSIONAL SERVICE**Association for the Study of Higher Education (ASHE)**

- President of ASHE, 1987-1988
- Committee on ASHE Elections, 2012
- Chair, ASHE Dissertation of the Year Committee, 1998
- Co-chair, Task Force on the Study of Higher Education in the 21st Century, 1990-1994
- Associate Editor, ASHE Reader on Foundations of American Higher Education, 1991, 1997
- Executive Committee, 1987-1989
- Task Force on Ethnic Participation, 1988-1992
- Chair, Committee to Review Executive Director, 1989
- Advisory Board, ASHE Reader on the History of Higher Education, 1988-1989
- Chair, Nominating Committee, 1988-1989
- Committee on Alternative Futures, 1987-1989
- Publications Committee, 1988-1989
- Vice-President of ASHE, 1986-1987
- Program Chair, Annual Meeting, 1987
- Audit Committee, 1985-1986
- Board of Directors, 1985-1989
- ASHE/ERIC Research Report Advisory Board, 1984-1989
- Committee on Curriculum, Instruction, and Learning, 1984-1986
- Advisory Board, Joint Conference of the Association for the Study of Higher Education (ASHE) and Division J (Postsecondary Education) of the American Educational Research Association, 1984
- Proposal Reviewer for Annual Meeting, 1981-2005
- Program Chair, Joint Conference of the Association for the Study of Higher Education (ASHE) and Division J (Postsecondary Education) of the American Educational Research Association, 1983
- Program Committee for Annual Meeting, 1981-1982
- Publications Committee, 1980-1982

American Educational Research Association (AERA)

- Relating Research to Practice Award Committee, 2011-2013
- Membership Committee, 1997-2000
- Program Chair, Division J, 1986 AERA Annual Meeting, 1985-1986
- Division J Electronic Networking Committee, 1984-1985
- Division J Program Evaluation Committee, 1984-1986
- Division J Executive Council, Member-at-Large, 1984-1986
- Vice Chair for Academic Programs, Division J, 1981-1982, 1984-1985
- Program Proposal Reviewer for AERA Annual Meeting, Division J, 1981-2003

American Association for Higher Education (AAHE)

- Planning Committee, Southwest Regional Forum, 1982-1983

Services to Professional Journals and Publishers

Manuscript Reviewer, Johns Hopkins University Press, 2016
 Reviewer, Rutgers University Press, 2016
 Reviewer, Teachers College Press, 2008
 Manuscript Reviewer, Educational Foundations, 2006
 Manuscript Reviewer, Educational Record, 2006
 Manuscript Reviewer, Educational Administration Quarterly, 2006
 Manuscript Reviewer, Educational Evaluation and Policy Analysis, 2004
 Manuscript Reviewer, Governance: An International Journal of Policy, 2004
 Manuscript Reviewer, Qualitative Inquiry, 1997
 Manuscript Reviewer, Educational Policy and Policy Analysis, 1995
 Manuscript Reviewer, Vanderbilt University Press, 1994-2000
 Manuscript Reviewer, Sage Publications, 1994-2010
 Editorial Board, Journal of General Education, 1990-1992
 Manuscript Reviewer, Educational Researcher, 1989
 Associate Editor, Higher Education: Handbook of Theory and Research, 1988-1998
 Manuscript Reviewer, State University of New York Press, 1988
 Consulting Editor, Journal of Distance Education, 1986-1988
 Manuscript Reviewer, American Educational Research Journal, 1985-1995
 Consulting Editor, Journal of Higher Education, 1985-1990
 Manuscript Reviewer, Jossey-Bass Publishers, 1984-1988
 Manuscript Reviewer, Review of Higher Education, 1980-
 Editorial Board and Consulting Editor, Review of Higher Education, 1980-1988
 Manuscript Reviewer, Journal of Higher Education, 1977-2006

Miscellaneous Professional Service

Research Advisory Board, Thurgood Marshall College Fund (TMCf), 2008-Present
 Member, Ethics Education Task Force of AACSB (American Association of Colleges and Schools of Business) International, 2003-2004 (Note: I edited the final report of the Task Force)
 Editorial Board, Vanderbilt Issues in Higher Education, Vanderbilt University Press, 1996-2000
 Wisconsin Leadership Development Institute, 1995-1997
 Consulting Editor, ASHE-ERIC Higher Education Reports, 1988-1992
 Peer Reviewer/Advisor, Office of Educational Research and Improvement, U.S. Department of Education, 1987
 Representative of the University of Arizona to the Arizona Council of Community College Presidents, 1981-1983, 1985-1987

UNIVERSITY SERVICE

University of Wisconsin-Madison (1987-present)

A. University

Member, Faculty Senate (2013-2014)

Speaker, Graduate School Event for New Students (Succeeding in Graduate School), 2009

Faculty Mentor, Chancellor's Scholarship Program, 2008-

Director, Post-Baccalaureate Certificate for Teaching Scholarship in Higher Education, 1998-2001

Member, Honorary Degrees Committee, 1998-2001

Member (selected), Teaching Academy of the University of Wisconsin-Madison, 1998-

Member, Hilldale Lectures Committee, 1996-1997

Member (Elected), Executive Committee of the Social Studies Division, 1995-1998 and 2005

Note: This 12-person committee makes recommendations on all promotion and tenure cases in the social sciences at the University of Wisconsin-Madison.

Ad Hoc Committee on Higher Education, 1995-

University Representative, MUCIA (Midwest Universities Consortium for International Activities)

Member, Advisory Council, College of Engineering Teaching Improvement Program, 1994

Member, Career Development Committee, 1988

Member, Faculty Senate, 1987-1988, 2013-2014

B. School of Education

Faculty Director, Wisconsin Center for the Advancement of Postsecondary Education, 2016-2020

Chair, Qualitative Research Minor Committee, 2010-2012

Member, Honors and Awards Committee, 2010-2011

Member, Equity Committee, 1994-1996, 2002-2008

Member, Dean's Club Faculty Distinguished Achievement Awards Committee, 1993-1994

Member, Assessment Committee, 1993-1995

Member, Committee on Graduate Assistant Policies and Procedures, 1991-1993

C. Department of Educational Leadership and Policy Analysis

Chair, Human Resources Committee, 2007-2015

Member, Mentoring Committee for Professor Nicholas Hillman, 2012-2021

Chair, Mentoring Committee for Professor Rachelle Winkle-Wagner, 2012-2019

Member, Mentoring Committee for Professor Xueli Wang, 2009-2015

Member, Mentoring Committee for Professor Jerlando Jackson, 2001-2011

Member, Program Committee, 2000-2007

Member, Mentoring Committee for Professor Colleen Capper, 1999-2001

Member, Salary Committee, 1996-1998, 2002-2003, 2005-2006

Chair, Mentoring Committee for Professor Chris Golde, 1996-1999

Member, Mentoring Committee for Professor Cryss Brunner, 1994-2000

Chair, Evaluation Committee for Professor Paul Bredeson, 1991-1994

Member, Personnel Committee, 1992-1993

Chair, Higher and Postsecondary Education Committee, 1990-1998

Member, Committee on Recruitment, Selection, and Field Placement, 1989-1990

Member, Student-Related Activities Committee, 1988-1992

Member, Admissions Committee, 1988-1990, 1993-1997

Member, Program Committee, 1987-1988, 1990-1991, 2001-2007

University of Arizona (1981-1987)

- A. Statewide Committees
 - Member, Arizona Board of Regents, Educational and Public Expectations Subcommittee, 1986
 - Member, Planning Committee for State Board of Education Commission on Quality Education in Arizona, 1986
- B. University-Wide Committees
 - Chair, University Task Force on Assessment of the Quality and Outcomes of Undergraduate Education, 1986-1987
 - Member, Search Committee to Select Dean of the Faculty of Social and Behavioral Sciences, 1986-1987
 - Member, University Committee on Policy Studies, 1986-1987
- C. College of Education
 - Member, Alumni Relations and Development Committee, 1986-1987
 - Member, College Coordinating Committee, 1986-1987
 - Member, Operations Committee, 1986-1987
 - Member, Awards and Recognition Committee, 1986-1987
 - Chair, Faculty Mentor Committee, 1986
 - Chair, Committee on Faculty Evaluation, 1985-1986
 - Head (Chair), Division of Educational Systems and Organization, 1985-1986
 - Member, Research Committee, 1984-1985
 - Member, Dean's Cabinet, 1983-1984
 - Member, Curriculum Committee, 1982-1983
 - Member, Committee on Graduate Studies, 1981-1982, 1983-1984
 - Associate Dean, 1985-1987
- D. Center for the Study of Higher Education
 - Chair, Search Committee, 1985
 - Acting Director, Summer, 1983, 1984, 1985, and Fall, 1985

The College of William and Mary (1977-1981)

- A. College-Wide Committees
 - Consultant, Educational Policy Committee of the College of Arts and Sciences, 1980-1981
 - Member, College of Arts and Sciences Committee on Liberal Education (Charter Day), 1979-1980
- B. School of Education
 - Member, Faculty Evaluation Committee (Promotion and Tenure), 1979-1980
 - Member, Curriculum Committee, 1978-1980
- C. Division of Educational Planning
 - Division Chair, 1980-1981
 - Chair, Subcommittee on Curriculum, 1979-1980
 - Member, Search Committee, 1979 and 1981
 - Member, Subcommittee on Admissions, 1978-1979

University of Denver (1975-1977)

- A. School of Education
 - Member, Curriculum Committee, 1976-1977
 - Member, Committee on Research, 1976-1977
 - Member, Graduate Studies Committee, 1975-1976

INTERNATIONAL SERVICE

Keynote Speaker in China at Four Universities, including South China Normal University and Shenzhen University, 2016-2017
Keynote Speaker, North-West University, South Africa, 2013
Consultant, University of Nizwa, Oman, 2013
Consultant, Qatar University, Qatar, 2012
Consultant and Speaker, Institute for International Education, Erbil (Kurdistan), Iraq, 2011
Consultant, International Christian University, Japan, 2007
Consultant, Accreditation Council of Taiwan (HEEACT), Taiwan, 2006
Advisor, Senior Leadership of the Ministry of Higher Education, Kingdom of Saudi Arabia, in Developing the Future Plan for University Education in Saudi Arabia, 2006-2007
Instructor, Summer Course on “Assessment of Student Learning,” Universidad Internacional del Ecuador, 2003

**Reports on Civil Rights for the United States Department of Justice:
Liability and Remedy**

State of Louisiana (Higher Education Desegregation)

- Conrad, Clifton F. A Study of Academic Programs in Louisiana's Public Colleges and Universities. Washington, D.C.: U.S. Department of Justice, 1988. (206 pp.)
- Conrad, Clifton F. An Evaluation of Consent Decree Academic Programs in the State of Louisiana. Washington, D.C.: U.S. Department of Justice, 1987. (119 pp.)
- Conrad, Clifton F. Louisiana's Predominantly Black and White Colleges: A Curriculum Analysis. Washington, D.C.: U.S. Department of Justice, 1981. (106 pp.)

State of Mississippi (Higher Education Desegregation)

- Conrad, Clifton F. Program Proposals for Enhancing Jackson State University, Mississippi Valley State University, and Alcorn State University. Washington, D.C.: U.S. Department of Justice, 2000. (20 pp.)
- Conrad, Clifton F. A Critique of the Monitor's Report on Pharmacy Education. Washington, D.C.: U.S. Department of Justice, 2000. (3 pp.)
- Conrad, Clifton F. A Critique of the Program Proposals in the Remedial Plan for Jackson State University and Program Recommendations for Further Enhancing Jackson State. Washington, D.C.: U.S. Department of Justice, 2000. (14 pp.)
- Conrad, Clifton F. A Critique and Proposal of the Boone Report on Control of the Universities Center and Courses in the Jackson Area. Washington, D.C.: U.S. Department of Justice, 2000. (3 pp.)
- Conrad, Clifton F. A Critique of Proposals Aimed at Advancing Desegregation and Equal Opportunity for African-Americans at Jackson State University. Washington, D.C.: U.S. Department of Justice, 1999. (7 pp.)
- Conrad, Clifton F., and Larry L. Leslie. Proposed Plan for Remedy: Mississippi. Washington, D.C.: U.S. Department of Justice, 1994. (50 pp.)
- Conrad, Clifton F. Academic Programs in Mississippi's Historically White and Historically Black Universities. Washington, D.C.: U.S. Department of Justice, 1994. (329 pp.)
- Conrad, Clifton F. Mississippi Curriculum Study: A Report for the U.S. Department of Justice. Washington, D.C.: U.S. Department of Justice, 1987. (100 pp.)
- Conrad, Clifton F. Mississippi's Predominantly Black and White Colleges: A Curriculum Analysis. Washington, D.C.: U.S. Department of Justice, 1981. (95 pp.)

State of Ohio (Higher Education Desegregation)

Conrad, Clifton F. Ohio Curriculum Study: A Report for the U.S. Department of Justice. Washington, D.C.: U.S. Department of Justice, 1984. (60 pp.)

State of Alabama (Higher Education Desegregation)

Conrad, Clifton F., and Leslie, Larry L. Plan for Remedy: State of Alabama. Washington, D.C.: U.S. Department of Justice, 1994. (44 pp.)

Conrad, Clifton F. Study of Program Duplication in Alabama's Colleges and Universities. Washington, D.C.: U.S. Department of Justice, 1994. (109 pp.)

Conrad, Clifton F. Study of Academic Programs in Alabama's Colleges and Universities. Washington, D.C.: U.S. Department of Justice, 1990. (155 pp.)

Conrad, Clifton F. Alabama Curriculum Study: A Report for the U.S. Department of Justice. Washington, D.C.: U.S. Department of Justice, 1985. (93 pp.)

VMI and the Citadel Cases (Gender Discrimination in Higher Education)

Conrad, Clifton F. The Citadel and Converse College: A Comparison of Benefits During and After College. Washington, D.C.: U.S. Department of Justice, 1995. (20 pp.)

**Reports on Civil Rights for the United States Department of Education
(Office for Civil Rights): Liability and Resolution**

Texas (Higher Education Desegregation)

- Conrad, Clifton F. A Review of Proposed Programs: Prairie View A&M and Texas Southern University Dallas, Texas: U.S. Department of Education, Office for Civil Rights, 2000. (19 pp.)
- Conrad, Clifton. F. Duplication in Proposed Programs: State of Texas. Dallas, Texas: U.S. Department of Education, Office for Civil Rights, 2000. (4 pp.)
- Conrad, Clifton F. Eliminating Any Remaining Vestiges of Segregation in Texas Higher Education: The Legal Holding and a Template for Addressing Any Vestiges. Dallas, Texas: U.S. Department of Education, Office for Civil Rights, 2000. (13 pp.)
- Conrad, Clifton F. A Study of Program Duplication, Unnecessary Program Duplication, and Meaningful Program Uniqueness in Paired Historically White and Historically Black Universities in Texas: Unitary or Dual Curriculum Structures? Dallas, Texas: U.S. Department of Education, Office for Civil Rights, 1998. (85 pp.)

Virginia (Higher Education Desegregation)

- Conrad, Clifton F. A Study of Program Duplication, Unnecessary Program Duplication, and Meaningful Program Uniqueness in Paired Historically White and Historically Black Universities in Virginia from 1976-1998: Unitary or Dual Curriculum Structures? Washington, D.C.: U.S. Department of Education, Office for Civil Rights, 2001. (126 pp.)
- Conrad, Clifton. Clifton F. Critique of the Virginia Proposal for Eliminating Vestiges of Segregation of Higher Education in Virginia: New Programs Advanced in the HBIs. Washington, D.C.: U.S. Department of Education, Office for Civil Rights, 2000. (9 pp.)
- Conrad, Clifton F. Proposals for Advancing Desegregation Between Paired HBIs and HWIs in Virginia. Washington, D.C.: U.S. Department of Education, Office for Civil Rights, 1999 (30 pp.)
- Conrad, Clifton F. A Study of Program Duplication, Unnecessary Program Duplication, and Meaningful Program Uniqueness in Paired Historically White and Historically Black Universities in Virginia: Unitary or Dual Curriculum Structures? Washington, D.C.: U.S. Department of Education, Office for Civil Rights, 1999. (56 pp.)

Maryland (Higher Education Desegregation)

Conrad, Clifton F. Review of Commitments of the State of Maryland to Avoiding Unnecessary Program Duplication Between the TWIs and HBCUs and Enhancing Maryland's HBCUs. Philadelphia, Pennsylvania, Office for Civil Rights, 2005. (20 pp.)

Conrad, Clifton F. Review of Proposed Joint Master of Business Administration (MBA) Program: University of Baltimore and Towson University (Maryland). Philadelphia, Pennsylvania: U.S. Department of Education, Office for Civil Rights, 2005. (20 pp.)

Conrad, Clifton F. A Critique of Two Proposed Doctoral Programs at Two HWIs in Maryland. Philadelphia, Pennsylvania: U.S. Department of Education, Office for Civil Rights, 2000. (4 pp.)

Conrad, Clifton F. A Study of Program Duplication, Unnecessary Program Duplication, and Program Uniqueness in Paired HWIs and HBIs in Maryland. Philadelphia, Pennsylvania: U.S. Department of Education, Office for Civil Rights, 2000. (65 pp.)

Oklahoma (Higher Education Desegregation)

Conrad, Clifton F. Proposal for Advancing Desegregation in Tulsa, Oklahoma. Dallas, Texas: U.S. Department of Education, Office for Civil Rights, 2005 (18 pp.)

Conrad, Clifton F. A Template for Advancing Desegregation in Higher Education in Tulsa, Oklahoma. Dallas, Texas: U.S. Department of Education, Office for Civil Rights, 2005 (16 pp.)

Conrad, Clifton F. Desegregation of Higher Education in Tulsa. Dallas, Texas: U.S. Department of Education, Office for Civil Rights, 2005 (49 pp.)

Reports for the Coalition for Equity and Excellence in Maryland Higher Education

Conrad, Clifton F. First Report, Second Report, Third Report, and Supplemental Report. Washington, D.C.: Lawyer's Committee on Civil Rights, 2011 and 2012. (393 pages).

APPENDIX A: SELECTED PAPERS AND PRESENTATIONS

Papers and Presentations

Nguyen, D., Nguyen, T-H., Nguyen, M., Gasman, Marybeth., & Conrad, Clifton. Coming Full Circle to Promote Student Success: Case Study of Sac State AANAPISI Program. Annual Meeting of the Association for the Study of Higher Education, Denver, CO, November 2015.

Bach Mai Dolly Nguyen; Mike Hoa Nguyen; Thai-Huy Nguyen; Marybeth Gasman, and Clifton Conrad. "Inviting "Other" into the Circle: An In-Depth Case Study of an ANNAPISI. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Denver, Colorado: November, 2015.

Commodore, Felecia; Abiola, Ufoma; Diggs, Desmond; Gasman, Marybeth; and Conrad, Clifton. "A Network of Support: The Role of Collaboration in Fostering Student Success at an HBCU." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Washington, DC: November, 2014.

Conrad, Clifton. "A Network of Support: The Role of Collaboration in Fostering Student Success at an HBCU." Roundtable at the Annual Meeting of the Association for the Study of Higher Education, Washington, DC: November, 2014.

Gasman, Marybeth; Nguyen, Thai-Huy; Conrad, Clifton; Lundberg, Todd; and Commodore, Felicia. "Morehouse College: Promoting Black Male Success in STEM." Paper presented at the Annual Meeting of the American Educational Research Association, St. Louis, Missouri, November, 2013.

Lundberg, Todd; Conrad, Clifton; Gasman, Marybeth; Nguyen, Thai-Huy; and Commodore, Felicia. "Redefining the Matriculation of Underprepared Students: The Case of Developmental Math at Chief Dull Knife College." Paper presented at the Annual Meeting of the American Educational Research Association, St. Louis, Missouri, November, 2013.

Conrad, Clifton F. and Laura Anne Dunek. "Cultivating Inquiry-Driven Learners: A College Education for the Twenty-First Century." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April, 2013.

Conrad, Clifton F. and Laura Anne Dunek. "Cultivating Inquiry-Driven Learners: A College Education for the Twenty-First Century." Paper presented at the Nineteenth International Conference on Learning, London, England: The Institute of Education, University of London, August, 2012.

Conrad, Clifton and Dunek, Laura. "Cultivating Idea-Centric Writing in our Teaching of Writing." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Vancouver, Canada, November, 2009.

Matheny, Christopher, and Conrad, Clifton. "Strategies for Advancing Change and Innovations in Two-Year Colleges." Paper presented at the Conference on Re-Visioning Two-Year Colleges for the Twenty-First Century, Madison, WI, June, 2009.

Conrad, Clifton F. "Whiteness and Studying Historically Black Colleges and Universities: Lessons from the Field." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 2007.

Courter, Sandra; Kwako, Joan; Byrnes, D.; Thatcher, Root; and Conrad, Clifton. "Transforming College Teaching Courses into Authentic Experiences: Learning through Diversity." American Society for Engineering Education Annual Conference, Chicago, 2006.

Conrad, Clifton F. with Divya Gupta. "Traditional and Emerging Approaches to Assessing the Quality of Higher Education Institutions, Programs and Courses: A Perspective from the United States." Paper presented at the 2006 International Conference on Higher Education Evaluation and Accreditation. Sponsored by the Higher Education and Evaluation and Accreditation Accreditation Council of Taiwan (HEEACT), June, 2006.

Kim, Mikyong Minsun and Conrad, Clifton F. "Degree Completion Among African-Americans: Does Attending Historically Black Versus Historically White Colleges Matter?" Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, April, 2005.

Conrad, Clifton and Wyer, Jean. "Integrity 101: Educating for the Public Trust." Paper presented at the PricewaterhouseCoopers Tax Colloquium and Accounting Symposium, Honolulu, Hawaii, August, 2003.

Conrad, Clifton F. "Toward a Template for Ensuring High-Quality 21st Century Ecuadorian Universities in Light of Turbulent External and Internal Environments: Avoiding Pitfalls and Seizing Opportunities in Light of Experiences of Universities in the U.S." Paper presented to presidents of Ecuadorian universities and senior higher education officials in Ecuador, sponsored by CONESUP (Consejo Nacional de Educacion Superior) and Universidad Internacional Del Ecuador, Quito, Ecuador, May, 2003.

Haworth, Jennifer Grant; Reardon, Pamela; and Conrad, Clifton. "Dreams Realized, Hopes Dashed: Student Expectations for their Master's Experiences." Paper presented at the meeting of the Midwest Association of Graduate Schools, Chicago, July, 1998.

Conrad, Clifton F. and Haworth, Jennifer Grant. "Rethinking Program Quality in Higher Education: Insights from a National Study of Higher Education." Paper presented at the Ninth International Conference on Assessing Quality in Higher Education, Indianapolis, Indiana, July, 1997.

Brier, Ellen; Braxton, John; and Conrad, Clifton. "Formulating Policy with Literature: The Case of the Public HBCU." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Orlando, November, 1995.

Conrad, Clifton F. and Haworth, Jennifer Grant. "Perspectives on Program Quality in Higher Education." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1995.

Conrad, Clifton F. and Millar, Susan M. "The Master's Degree at the Research University." Presentation at the Annual Meeting of the Association of Graduate Schools, Madison, Wisconsin, September, 1994.

Haworth, Jennifer Grant and Conrad, Clifton. "The Assessment of Quality in Master's Programs." Paper presented at the Annual Meeting of the Council of Graduate Schools, Washington, D.C., December, 1993.

Conrad, Clifton F. "Findings from the National Study of Master's Degrees." Paper presented at the Annual Meeting of the Council of Graduate Schools, Washington, D.C., December, 1991.

Conrad, Clifton F. "The National Study of Master's Degrees." Paper presented at the Annual Meeting of the Council of Graduate Schools, Washington, D.C., November, 1989.

Conrad, Clifton F. and Eagan, David. "Master's Degrees in American Higher Education." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Atlanta, November, 1989.

Conrad, Clifton F. and Trani, Eugene P. "Beyond the Ivory Tower: Challenges Facing the Modern University and its Faculty." Paper presented at the AASCU-University of Rome Conference on Faculty Responsibility in the University, Rome, Italy, June, 1989.

Conrad, Clifton F. "Meditations on the Ideology of Inquiry in Higher Education: Exposition, Critique, and Conjecture." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, St. Louis, November, 1988.

Conrad, Clifton F. "A National Study of Master's Degrees in the United States." Paper presented at the Annual Meeting of the Council of Graduate Schools, Washington, D.C., December, 1987.

Conrad, Clifton F. "Ranking the Academic Quality of Colleges." Paper presented at the National Conference of the National Association of College Admissions Counselors, Seattle, October, 1987.

Young, Denise L.; Blackburn, Robert T.; and Conrad, Clifton F. "Dimensions of Program Quality in Comprehensive Colleges and Universities." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1986.

Young, Denise L.; Blackburn, Robert T.; Conrad, Clifton F.; and Cameron, Kim S. "Relationships of Leadership and Student Effort to College and University Program Quality." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1986.

Conrad, Clifton F. and Pratt, Anne M. "Research on Academic Programs: An Inquiry into an Emerging Field." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, March, 1985.

Thomasson, John and Conrad, Clifton F. "Adaptations by Humanities Departments in Response to the Oversupply of Ph.D.'s." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Chicago, March, 1985.

Conrad, Clifton F. and Pratt, Anne M. "Designing for Quality." Paper presented to the joint conference of Division J of the American Educational Research Association and the Association for the Study of Higher Education, San Francisco, October, 1984.

Blackburn, Robert T. and Conrad, Clifton F. "The New Revisionists and the History of Higher Education." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April, 1984.

Conrad, Clifton F. and Blackburn, Robert T. "Correlates of Departmental Quality in Regional Colleges and Universities." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April, 1984.

Conrad, Clifton F. and Blackburn, Robert T. "Predictors of Departmental Quality in Regional Colleges and Universities." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Chicago, March, 1984.

Conrad, Clifton F. "The Demographic Transformation of Arizona: Implications for Hispanic Participation in Higher Education." Paper presented at the Annual Meeting of the Arizona Chicanos for Higher Education, Tempe, Arizona, October, 1983.

Conrad, Clifton F. and Blackburn, Robert T. "Correlates of Departmental Quality." Paper presented at the joint conference of Division J of the American Educational Research Association and the Association for the Study of Higher Education, San Francisco, October, 1983.

Conrad, Clifton F. "The Demographic Transformation of Arizona: Data and Issues Related to Minority Participation in Higher Education." Paper presented to the Southwest Conference of the American Association for the Study of Higher Education, San Diego, April, 1983.

Conrad, Clifton F. and Blackburn, Robert T. "Assessing and Maintaining Program Quality Throughout a System of Institutions." Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April, 1983.

Conrad, Clifton F. "What is Grounded Theory?" Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Washington, D.C., March, 1983.

Conrad, Clifton F. "Enhancing Institutional and Program Quality." Paper presented at the Eighth Annual National Finance Conference, Tucson, Arizona, December, 1982.

Conrad, Clifton F. "Quantitative Indicators of Quality." Paper presented at the Annual Meeting of the Rocky Mountain Association for Institutional Research and the Regional Society for College and University Planning, Tucson, Arizona, October, 1982.

Blackburn, Robert T. and Conrad, Clifton F. "Research on Program Quality." Paper presented at the Annual Meeting of the American Educational Research Association, New York, March, 1982.

Wyer, Jean C. and Conrad, Clifton F. "Institutional Origin: Labor Market Signaling in Higher Education." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Washington, DC, March, 1981.

Conrad, Clifton F. "Changes in A.A. and B.A. (B.S.) Degree Structures and Student Course-Taking Behavior, 1967-1974." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1976.

Conrad, Clifton F. and Cosand, Joseph P. "Federal Education Policy: A Look Down the Road." Paper presented at the Annual Meeting of the American Association for Higher Education, Chicago, March, 1976.

Miscellaneous Participation at National Conferences (Since 1982)

Plenary Speaker, "Mis-steps Across the Globe that Threaten the Quality and Value of the Higher Learning." Harvard Conference of the Harvard Project for Asian and International Relations, Cambridge, Massachusetts, February, 2014.

Presenter (with Laura Dunek), "Cultivating Inquiry-Driven Learners: A College Education for the Twenty-First Century." Presentation at the Annual Meeting of the Association of American Colleges and Universities," Atlanta, Georgia, January 2013.

Discussant, "Relationship Between Higher Education Programs and Workforce Needs?" Eighth Annual Policy Summit of the Midwestern Higher Education Compact. Cincinnati, Ohio, November, 2012.

Discussant, "Special Continuing Legal Education Workshop: Making a Compelling Case for HBCU 'Comparability and Competitiveness.'" Annual Meeting of the National Association for Equal Opportunity in Higher Education. National Dialogue on Blacks in Higher Education. Washington, DC, March, 2012.

Discussant, "Connecting to the Past to Build for the Future: Interrogating the History of ASHE." Annual Meeting of the American Association for the Study of Higher Education, Louisville, November 2010.

Discussant, "The Impact of Closing Public Historically Black Colleges and Universities on African American Student Access and Outcomes." Annual Meeting of the American Educational Research Association, Denver, May, 2010.

Discussant, "Strategies for Creating Mutually Reinforcing Relationships Between Researchers and Lawyers in Civil Rights Cases." Annual Meeting of the Association for the Study of Higher Education, Louisville, November 2007.

Chair, "Ideas for Enhancing Meaningful and Enriched Educational Inquiry." Annual Meeting of the American Educational Research Association, San Francisco, April 2006.

Discussant, "The Status of Race Equity and Diversity in Public Higher Education in the South." Annual Meeting of the American Educational Research Association, Montreal, May, 2005.

Discussant, "Policies and Practices for Advancing Desegregation in Higher Education in the 21st Century: Perspectives of Three Participant-Observers." Annual Meeting of the Association for the Study of Higher Education, Kansas City, Missouri, November 2004.

Discussant, "Curriculum and Assessment Issues in Education for the Profession." Annual Meeting of the Association for the Study of Higher Education, Richmond, Virginia, November, 2001.

Discussant, "Re-Examining the Curriculum." Annual Meeting of the Association for the Study of Higher Education, Sacramento, California, November, 2000.

Discussant, "Curricular Considerations, Problem-Based Learning, Leadership and Grade Inflation." Annual Meeting of the Association for the Study of Higher Education, Miami, Florida, November, 1998.

Presenter, "Where We Go From Here: Looking to the Future of Research on Faculty: A Symposium in Memory of Professor Robert T. Blackburn." Annual Meeting of the Association for the Study of Higher Education. Miami, Florida, November, 1998.

Chair, "Governance and Accreditation." Annual Meeting of the Association for the Study of Higher Education. Albuquerque, New Mexico, November, 1997.

Presenter, "Curriculum Challenges in 2000." Annual Meeting of the Association for the Study of Higher Education, Albuquerque, New Mexico, November, 1997.

Discussant, "Discovering Lives, Writing Lives, Teaching Lives: Biography in the Study of Higher Education," Annual Meeting of the Association for the Study of Higher Education, Memphis, November, 1996.

Discussant, "Desegregating HBCUs: On the Horns of a Dilemma." Annual Meeting of the Association for the Study of Higher Education, Orlando, November, 1995.

Discussant, "Constructing Our Lives and Ourselves." Annual Meeting of the American Educational Research Association, San Francisco, April, 1995.

Critic, "Graduate Education." Annual Meeting of the Association for the Study of Higher Education, Pittsburgh, November, 1993.

Presenter, "Master's Education in the United States." Annual Meeting of the Association for the Study of Higher Education, Minneapolis, October, 1992.

Presenter, "The Quest for Equity in State Systems of Higher Education." Annual Meeting of the Association for the Study of Higher Education, Minneapolis, October, 1992.

Discussant, "The National Study of Master's Degrees." Annual Meeting of the Council of Graduate Schools, Washington DC, December, 1991.

Discussant, "The Higher Education Curriculum: Incorporating Different Choices, Different Perspectives." Annual Meeting of the Association for the Study of Higher Education, Boston, November, 1991.

Presenter, "Bringing Conceptual Coherence to Higher Education as a Field of Study." Annual Meeting of the Association for the Study of Higher Education, Boston, November, 1991.

Discussant, "Meditations on the Ideology of Inquiry: A Retrospective Dialogue." Annual Meeting of the Association for the Study of Higher Education, Atlanta, November, 1989.

Chair, "Doctoral Study: Programs and Socialization." Annual Meeting of the Association for the Study of Higher Education, Atlanta, November, 1989.

Chair and Critic, "Administrator Careers and the Department Chair." Annual Meeting of the American Educational Research Association, San Francisco, March, 1989.

Critic, "The Influence of Culture on Student Transfer Success, Curricular Development, and Organizational Change." Annual Meeting of the American Educational Research Association, New Orleans, April, 1988.

Chair, "State Policies and Institutional Autonomy: Intrusion or Integration." Annual Meeting of the Association of the Study of Higher Education, Baltimore, November, 1987.

Chair and Discussant, "The Federal Government, the States, and the Desegregation of Higher Education." Annual Meeting of the Association for the Study of Higher Education, Baltimore, November, 1987.

Chair, "Leadership: The New Agenda." Annual Meeting of the Association for the Study of Higher Education, San Diego, February, 1987.

Critic, "The Liberal Education Outcomes of Professional Preparation." Annual Meeting of the American Educational Research Association, San Francisco, April, 1986.

Co-chair, "Current Concerns for the Curriculum: National Reports and Recommendations." Annual Meeting of the Association for the Study of Higher Education, San Antonio, February, 1986.

Critic, "Multiple Perspectives on Change in the College Curriculum." Annual Meeting of the Association for the Study of Higher Education, San Antonio, February, 1986.

Chair, "Curriculum: Liberal or General Education." Annual Meeting of the Association for the Study of Higher Education, San Antonio, February, 1986.

Critic, "History's Response to the Report: Integrity in the College Curriculum." Annual Meeting of the Association for the Study of Higher Education, San Antonio, February, 1986.

Critic, "New Ways of Intellectual Interchange Through Electronic Networking." Annual Meeting of the American Educational Research Association, Chicago, April, 1985.

Critic, "Community Colleges: Research Papers." Annual Meeting of the Association for the Study of Higher Education, Chicago, March, 1985.

Co-chair, "The Soul of the Enterprise: Curriculum." Annual Meeting of the Association for the Study of Higher Education, Chicago, March, 1985.

Chair, "The Study of the Professoriate: Some Observations from the Field." Joint conference of Division J of the American Educational Research Association and the Association for the Study of Higher Education, San Francisco, October, 1984.

Chair and Critic. "General Education Component in Teacher Education and Higher Education." Annual Meeting of the American Educational Research Association, New Orleans, April, 1984.

Critic, "Faculty in Community Colleges: Attitudes, Work Commitment, and Compensation." Annual Meeting of the American Educational Research Association, New Orleans, April, 1984.

Critic, "Postsecondary Education, High Technology, and Vocational Education." Annual Meeting of the American Educational Research Association, New Orleans, April, 1984.

Chair, "The New Age of Excellence: The Role of Leadership." Joint conference of Division J of the American Educational Research Association and the Association for the Study of Higher Education, San Francisco, October, 1983.

Panel Member, "Grounded Theory in Higher Education Research." Annual Meeting of the Association for the Study of Higher Education, Washington, D.C., March, 1983.

Panel Member, "Issues in General Education Curricula." Annual Meeting of the American Educational Research Association, Montreal, Canada, April, 1983.

Chair, "Research Workstyles: The Collaboration Alternative." Annual Meeting of the Association for the Study of Higher Education, Washington, D.C., March, 1982.

APPENDIX B: RESEARCH STATEMENT

My scholarship and research has been fueled throughout by my commitment to advancing student learning and equal educational opportunity at both the undergraduate and graduate levels. To that end, I explore programs and practices that contribute to the learning and success of students—including “new majority” students: students from diverse racial, ethnic, socioeconomic backgrounds and first generation students. Over the course of my career, my research has focused on curriculum trends and innovations, liberal and general education as well as professional fields of study, curriculum design, program review and evaluation, academic change, undergraduate and graduate program quality, and diversity in higher education. While my research has been variously grounded in both quantitative and qualitative approaches to inquiry, in recent years I have primarily used qualitative research methods and techniques.

My commitment to the study of undergraduate curriculum (including teaching and learning) originated in the early 1970s when, as a Ph.D. student at the University of Michigan, I had a major role in a national study of undergraduate curriculum requirements that was published by the Carnegie Commission on Higher Education. Several years later I published a book on undergraduate education that examined changes and innovations in undergraduate education—including general education, the major, and experiential learning—and introduced a model for conceptualizing curriculum design and analysis. Since that time I have continued to publish papers, monographs, and books on undergraduate education that have examined general and liberal education, the humanities and fine arts, and professional education—as well as undergraduate instruction, academic advising, curriculum planning and analysis, and non-traditional approaches to teaching and learning. For the most part, my scholarship on undergraduate education have been based on both fieldwork and secondary analyses of data such as college and university catalogs, student transcripts, and documents.

Concurrent with my interest in undergraduate curriculum, I studied “academic change.” In the mid-1970s I conducted a multi-site qualitative study that led to the development of a theory of academic change. In this research I first began to explore various intersections between curriculum, faculty, and administrative leadership. During the 1980s I published papers on academic change that reported research findings and reviews of the literature. I also wrote articles and monographs on academic program review and evaluation.

During the 1980s I began a new line of research: program quality in higher education at both the graduate and undergraduate levels. I began by writing articles and chapters that critiqued major approaches to research on program quality, essays in which I sought to illuminate key challenges and conundrums surrounding the multi-faceted concept of “quality.” I subsequently conducted both quantitative and qualitative research that analyzed reputational and “objective” rankings of graduate programs in such fields as sociology. From 1982 to 1987, I was heavily engaged in a series of studies of quantitative correlates of graduate program quality. In these studies, Robert Blackburn and I (later joined by Denise Young) identified quantifiable program characteristics (such as faculty scholarly productivity, resources, and curriculum and student characteristics) associated with high-quality graduate programs.

Invited by the Council of Graduate Schools (CGS) to conduct a national study of master's education in the United States, from 1989 to 1992 I collaborated with Jennifer Grant Haworth and Susan Millar on this study using a multi-case study design. My colleagues and I interviewed 781 individuals (including administrators, faculty, students, program alumni, and employers) associated with 47 master's programs representing 11 fields of study and 31 colleges and universities. We identified key decisions that shape masters' experiences, developed a typology of master's programs, and identified program attributes associated with high-quality experiences. Based on our research, we published the book *A Silent Success: Master's Education in the United States* (1993).

Building on the extensive data base we developed in our national study of master's programs and drawing on my earlier scholarship on program quality in higher education, Jennifer Grant Haworth and I published a book in 1997 that advanced a theory of program quality. In Emblems of Quality: Developing and Sustaining High-Quality Programs, we defined high-quality programs as those which contribute to enriching learning experiences for students that have positive effects on their growth and development. The theory we developed identifies 17 attributes of high-quality programs—ranging from diverse faculty and a risk-taking environment to critical dialogue and integrative learning. While anchored in our research at the master's level, we suggested that our theory might well be applicable across degree levels—from the undergraduate level through the doctoral level.

A little more than a decade ago I returned to my earlier focus on undergraduate education. In Cultivating Inquiry-Driven Learners: A College Education for the 21st Century, my co-author (Laura Dunek) and I advanced a transformative purpose of a college education. We proposed that a college education should prepare students to become inquiry-driven learners who have the capabilities to explore and cultivate promising ideas—real-world problem-solvers who are prepared to successfully navigate constant change and capitalize on career opportunities, flourish in their personal lives, and contribute in their public lives. A second edition of the book was published in 2020 and includes a cornucopia of ideas for replenishing the undergraduate experiences by providing real-world examples of innovative programs and practices from across our nation's colleges and universities.

A major domain of inquiry in which I have been engaged for many years is this: enhancing diversity in higher education, including diversity with respect to race and gender at both the undergraduate and graduate levels. From 1980 to 2001 I served the U.S. Department of Justice as an expert witness on curriculum in four higher education desegregation cases and two sex discrimination cases. With respect to the four desegregation cases, I conducted numerous studies that examined program quality and program duplication in the historically white and historically black institutions in four states (Louisiana, Alabama, Mississippi, and Ohio). All of these studies were set within the context of enhancing program quality and diversity in the public systems of higher education in the respective states. In Mississippi and Alabama I also proposed statewide plans for desegregating public higher education. I also conducted fieldwork for the U.S. Justice Department that focused on the likely impact that admitting women to Virginia Military Institute and The Citadel would have on diversity and program quality. In addition, I was a consultant to the Office for Civil Rights (OCR), Department of Education, from 1997 to 2010. My work with OCR focused primarily, though not exclusively, on enhancing program quality and desegregation (diversity) in four states (Oklahoma, Texas, Virginia, and Maryland).

With respect to my research on diversity in higher education, in recent years I have focused my research on Minority-Serving Institutions (MSIs). From 2011-2013 Prof. Marybeth Gasman at the U. of Pennsylvania and I conducted a three-year national study of Minority-Serving Institutions of Higher Education (including Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic-Serving Institutions, and Asian-American Native American Pacific Islander-Serving Institutions). This work has brought together my research on diversity in higher education and my research on student learning by focusing on student learning and persistence for traditionally underrepresented students and, in so doing, the place of MSIs in cultivating equal educational opportunity for our increasingly diverse nation.

Not surprisingly, I have pursued several other lines of inquiry over the course of my academic career. For example, I have conducted studies of faculty inbreeding and co-authored a book on management. And I have had a longstanding interest in research methods, which has found expression in several books on research methods that I published—including The SAGE Handbook on Research in Education: Ideas as the Keystone of Exemplary Inquiry (2011, with Ron Serlin). This work notwithstanding, nearly all of my scholarship has been centered on contributing to advancing our

knowledge and understanding of undergraduate and graduate education—with particular emphasis on programs and practices for enhancing the learning of all students, including students who have been traditionally underserved in our nation’s colleges and universities. My continuing focus on undergraduate education is mirrored in my 2012 book (with Laura Dunek) entitled Cultivating Inquiry-Driven Learners: A College Education for the Twenty-First Century (a 2nd edition will be published in 2020), and my longstanding focus on student learning and persistence for underrepresented populations of students in my 2015 book (with Marybeth Gasman) entitled Educating a Diverse Nation: Lessons from Minority-Serving Institutions.

APPENDIX C: SELECTED KEYNOTE ADDRESSES

“Cultivating Inquiry-Driven Learners.” Address at the conference on The University in the Twenty-First Century: Cultivating Inquiry-Driven Students which was held at North-West University in South Africa, November 2013.

“Developing High-Quality Institutions and Programs.” Address at IIE Conference in Iraq on Models and Trends in Contemporary Higher Education, Erbil, Iraq, June 2011.

“Replenishing Liberal Education.” Address to Forum on Liberal Education at International Christian University, Tokyo, Japan, December, 2006.

“Developing and Sustaining High-Quality Programs.” Second National Workshop on Higher Education Issues: Strategic Plan for University Education in the Kingdom of Saudi Arabia. Riyadh, Saudi Arabia, December, 2006.

“Traditional and Emerging Approaches to Assessing the Quality of Higher Education Institutions, Programs and Courses: A Perspective from the United States.” Address to the 2006 International Conference on Higher Education Evaluation and Accreditation. Sponsored by the Higher Education and Evaluation and Accreditation Council of Taiwan (HEEACT), June, 2006.

“Toward a Template for Ensuring High-Quality 21st Century Ecuadorian Universities in Light of Turbulent External and Internal Environments: Avoiding Pitfalls and Seizing Opportunities in Light of Experiences of Universities in the U.S.” Address to presidents of Ecuadorian universities and senior higher education officials in Ecuador, sponsored by CONESUP (Consejo Nacional de Educacion Superior) and Universidad Internacional Del Ecuador, Quito, Ecuador, May 2003.

“Positioning Master’s Programs in Library and Information Science: A Template for Avoiding Pitfalls and Seizing Opportunities in Light of External and Internal Forces.” Address to the Association for Library and Information Science Education Annual Meeting, New Orleans, January 2002.

"Redefining Quality in Higher Education." Address to Joint Ventures in Education Conference, Amelia Island, Florida, July, 1995.

"Redesigning Master's Programs in Nursing: Alternative Approaches." Address to Southern Council on Collegiate Education for Nursing, Regional Conference, Atlanta, April, 1993.

"Conformity or Subversiveness: Exploring Alternative Pathways to Master's Education." Address to American Association of Colleges of Nursing Annual Meeting, San Antonio, Texas, December, 1991.

"National Study of Master's Degrees." Address to Council of Graduate Schools Annual Meeting, Washington, DC, December, 1991.

"Major Developments and Issues Concerning Professional Master's Programs." Address to the Minnesota Forum on Higher Education, Minneapolis, October, 1989.

"Beyond the Ivory Tower: Challenges Facing the Modern American University and its Faculty." Address to the AASCU-University of Rome Conference on Faculty Responsibility in the University, Rome, Italy, June, 1989 (with Eugene P. Trani).

"Meditations on the Ideology of Inquiry in Higher Education." Presidential Address to the Association for the Study of Higher Education, St. Louis, November, 1988.

"Arizona's Changing Demographics: Implications for Student Personnel." Address to Arizona Student Personnel Administrators, Phoenix, Arizona, May, 1984.

"The Demographic Transformation of Arizona: Implications for Hispanic Participation in Higher Education." Address to the Arizona Chicanos for Higher Education, Tempe, Arizona, October, 1983.

APPENDIX D: DISSERTATION (Ph.D.) ADVISEES

So Hee Hyun	University of Wisconsin-Madison (2019) “Challenges Facing Immigrant Transfer Students in American Higher Education and Personal Initiatives and Institutional Practices for Overcoming these Challenges”
Boeun Choi	University of Wisconsin-Madison (2019) “Attributes of Living-Learning Communities that Contribute to Students’ Learning”
Hyoung Joon Park	University of Wisconsin-Madison (2019) “Practices Used by STEM Faculty for Gathering Formative Student Feedback”
Chelsea Blackburn-Cohen	University of Wisconsin-Madison (2018) “Globalization and the Mobility of Ideas: A Critical Account of Academics in Exile at Colleges and Universities in the United States
Susan Wenker	University of Wisconsin-Madison (2016) “Factors that Contribute to and Militate Against Physical Therapists’ Decisions to Work with Older Adults”
Miao-ching Marjorie Liu	University of Wisconsin-Madison (2016) “Conformity, Resistance, and Gaming: The Impact of World University Ranking on Faculty Scholarship at a Taiwanese University”
Christopher Sadler	University of Wisconsin-Madison (2016) “Supporting Beginning General Education Teachers in Meeting the Needs of a Diverse Classroom: A Study of Induction Practices”
Deniece Dortch	University of Wisconsin-Madison (2016) “Interrupting the Usual: African-American Doctoral Students Experiencing Race at a Predominantly White Institution”
Tetyana Schneider	University of Wisconsin-Madison (2015) “Hmong American Students Who Major in STEM in Two-Year Colleges in the Midwest: Experiences Before, During, and Outside of College Which Contribute to their Development as Global Citizens”
Todd Lundberg	University of Wisconsin-Madison (2014) “Making Space and Making Do: An Exploration of the Practices that Start New Majority Students Toward Their Educational Goals”
Courtney Luedke	University of Wisconsin-Madison (2014) “We Lift as We Climb: Supporting First-Generation Students of Color in Navigating College”

- Geoffrey Mamerow University of Wisconsin-Madison (2014)
 “Three Models of Learning Community that Contribute to Participants’ Learning Experiences and Outcomes”
- Erin Kuehn-Schettler University of Wisconsin-Madison (2014)
 “Passing the Torch: Leadership Succession in Socially Just Elementary Schools”
- Heather Sveom University of Wisconsin-Madison (2013)
 “How Leaders Design Professional Learning for Staff in a High-Poverty Area with High Literacy Achievement”
- Ann Brandauhynek University of Wisconsin-Madison (2013)
 “Factors that Militate Against Non-Traditional Students Enrolling in an Initial Remedial Class”
- Kimberly Kile University of Wisconsin-Madison (2012)
 “Factors Contributing to the Implementation of an Articulated Intention”
- Lynne Tourdot University of Wisconsin-Madison (2012)
 “Students with Disabilities and English Language Learners: Role of the Rural Superintendent in Cultivating High Achievement”
- Kirk Knutson University of Wisconsin-Madison (2011)
 “Cultivating Hope-for-Learning”
- Molly Carlson University of Wisconsin-Madison (2010)
 “Cultivating Curiosity Among Undergraduates”
- Kathleen O’Connell University of Wisconsin-Madison (2010)
 “Academic Change and Innovation: Obstacles and Strategies for Overcoming Barriers”
- John Street University of Wisconsin-Madison (2009)
 “Attributes and Indicators of Clinical Competence in Anesthesiology”
- Sal Carranza University of Wisconsin-Madison (2008)
 “A Grounded Theory of High-Quality Distance Education Programs”
- Jason Johnson University of Wisconsin-Madison (2008)
 “Speaking of Higher Education”
- Genella Taylor Stubrud University of Wisconsin-Madison (2007)
 “A Grounded Theory of the Attributes of the College Classroom that Contribute to Social and Cultural Identity Development”
- Alda Preston University of Wisconsin-Madison (2007)
 “Admissions Factors that Influence Program Completion and Receipt of a Professional License: A Case Study of the Associate Degree in Nursing”

- Darin Eich University of Wisconsin-Madison (2007)
“A Grounded Theory of High Quality Leadership Programs in Higher Education”
- Susan Corwith University of Wisconsin-Madison (2007)
“A Grounded Theory of High-Quality Programs for Academically Talented Students “
- Michael Brophy University of Wisconsin-Madison (2006)
“A Grounded theory of Leadership Practices that Contribute to the the Development and Implementation of Successful Academic Innovations and Programs.”
- Kim Rapp University of Wisconsin-Madison (2005)
“Persistence Decisions of Doctoral Students Affiliated with Interdisciplinary programs: A Case Study”
- Anne Hoffman University of Wisconsin-Madison (2005)
“A Grounded Theory of Successful Alcohol Control: Perspectives from Three Institutions of Higher Education”
- Monica Uriguen University of Wisconsin-Madison (2005)
“Attributes of Program Quality in Developing Counties: Ecuador and Beyond”
- Dawn Crowley University of Wisconsin-Madison (2004)
“Reconciling Educational Excellence with Organizational Efficiency: Administrative Leadership to Ensure High-Quality Teaching and Learning in Higher Education”
- Katie Huggett University of Wisconsin-Madison (2003)
“A Grounded Theory of High-Quality Undergraduate Honors Programs”
- Ann Dingman University of Wisconsin-Madison (2003)
“Impact of Service-Learning on Students’ Subject-Centered Coursework Learning, Skills, Attitudes, and Values: An Examination of the Effects of Best Practices in Innovative Liberal Arts Courses”
- Dean Pribbenow University of Wisconsin-Madison (2002)
“Exploring the Impact of Innovative Pedagogy on Faculty Work: The Case of Service Learning.”
- Pao Lor University of Wisconsin-Madison (2001)
“Blueprint for College Success: Key Life Experiences Contributing to Hmong University Students Matriculation and Graduation from College”

- Marin Stanek University of Wisconsin-Madison (2001)
 “Polishing the Virtual Classroom: Environmental Factors and Attributes of Formative Program Evaluation that Lead to Program Improvement”
- Carol Craig University of Wisconsin-Madison (2001)
 “An Attribute-Centered Theory of Caring Teaching as Experienced by Students in Higher Education”
- James T. Minor University of Wisconsin-Madison (2001)
 “Making Sense of Success: Leadership Attributes and Practices of Successful University Presidents”
- Turkan Mustan University of Wisconsin-Madison (1998)
 “Operationalizing and Testing of the Engagement Theory”
- Victoria Wenke University of Wisconsin-Madison (1997)
 “The Secondary Principalship”
- David J. Eagan University of Wisconsin-Madison (1996)
 “Lifelong Teaching: The Role of College in Preparing Teachers”
- Sandra Shaw Courter University of Wisconsin-Madison (1996)
 "A Grounded Theory of the Attributes of a TQM Curriculum on Teaching and Learning."
- Kobina Amuah University of Wisconsin-Madison (1996)
 "The Role of the Registrar in College and University”
- Becky Ropers-Huilman University of Wisconsin-Madison (1996)
 "Shaping an Island of Power and Change: Creating Feminist Poststructuralist Teaching Discourse."
- Nancy Howard University of Wisconsin-Madison (1995)
 "Factors that Contribute to the Motivation of Mothers To Persist in College."
- Patricia Scott University of Wisconsin-Madison (1993)
 "A Comparison of Students' Learning Experiences in Intensive and Semester-Length Classes."
- Jennifer Grant Haworth University of Wisconsin-Madison (1993)
 "A Grounded Theory of Program Quality in Master's Education."
- Mary Schlais University of Wisconsin-Madison (1992)
 "Toward a Grounded Theory of Integration."
- Jearold Holland University of Wisconsin-Madison (1992)
 "The Effects of Faculty Involvement on African-Americans”

- Brian Griesbach
University of Wisconsin-Madison (1990)
"Administrative Control Exercised by Academic Deans"
Doctoral Students Choosing Careers in Higher Education"
- Marjorie Tiedemann
University of Arizona (1987)
"Educational and Curricular Factors Affecting Physician
Practice Location"
- Alan Murray
University of Arizona (1986)
"The Relation of Level of Education and Gender to Job
Satisfaction"
- Denis D. Roark
University of Arizona (1985)
"Factors Affecting the Implementation of New Educational
Technology in Higher Education"
- John E. Thomasson
University of Arizona (1984)
"Adaptations by Humanities Departments in Response to the
Oversupply of Doctors of Philosophy"
- Judy Diane Grace
University of Arizona (1984)
"Higher Education as a Profession: A Curriculum Analysis"
- Kenneth R. Chiaro
University of Arizona (1984)
"Academic Change in the Community College: An Institutional
Study"
- Jane A. Brown
College of William and Mary (1982)
"A Study of English as a Subject in the Curriculum of the
College of William and Mary"
- Jean Conover Wyer
College of William and Mary (1980)
"Institutional Origin: Labor Market Signaling in Higher
Education"
- Judith Patten Newcombe
College of William and Mary (1980)
"A Theory of Prescribed Academic Change:
The Case of Title IX"