

## Professor Marcia Mentkowski Vita: Narrative Summary

**Education and Experience.** Marcia Mentkowski received her BA from Downer College of Lawrence University and her MA and PhD from the University of Wisconsin, Madison in educational psychology. A former elementary school teacher, she was tenured on the undergraduate and graduate faculty (masters and doctoral) at the University of Toledo (1968–75) where she contributed to the design, implementation, assessment, and evaluation of a competency-based teacher education curriculum; and to individually guided instruction in the public schools. Because of this work and her research and curriculum development in moral development and education, she was invited as a visiting scholar at the Harvard Graduate School of Education (Center for Moral Education) where she served on the teaching faculty (1975). After a move to Milwaukee, Wisconsin, she was a lecturer at the University of Wisconsin-Milwaukee in psychology (1976) before accepting an associate professorship in psychology at Alverno College. Dr. Mentkowski is currently professor of psychology and director of the educational research and evaluation department at Alverno College (1976 to present). She was an invited visiting fellow for 2003 at University of Oxford, Institute for the Advancement of University Learning where she collaborated with Oxford faculty on learning and assessment.

**Roles and Responsibilities at Alverno College.** Professor Mentkowski directs the college's educational research and evaluation department and chairs the research and evaluation council, made up of researchers, senior faculty, and administrators. Together, the department and council have responsibilities for college-wide research on learning outcomes, validating student assessment, carrying out institutional and program assessment, and learning from and contributing to the higher education community in various areas. Mentkowski has served on Alverno's curriculum committee and is a long-standing member of the council for student assessment—faculty

and staff who have broad responsibilities for ability-based learning and performance assessment across the curriculum. The work of the educational research department and council, in collaboration with discipline and ability departments, has contributed to the credibility of Alverno curriculum and scholarship in higher education. The educational research department was cited as exemplary in *Time for Results*, a 1986 publication of the National Governors' Association and contributed to the evidence for teacher-candidate, alumna, and pupil learning outcomes submitted by the Alverno Education Department in a national competition: Alverno received one of four awards for exemplary teacher education from the U.S. Department of Education in 2000. Professor Mentkowski is currently co-director of a Lumina Foundation grant: *Enhancing the Impact of Ability-Based Curricular Innovations at Community and Technical Colleges*.

**Learning That Lasts.** Dr. Mentkowski is principal author of *Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond* (Mentkowski & Associates, Jossey-Bass, 2000), a culmination of twenty-four years of study. The book received the *Outstanding Research Publication Award* for 2000 from the American Educational Research Association (AERA), Division I, Education in the Professions. *Learning That Lasts* is currently used in masters and doctoral programs (e.g., University of Michigan, North Carolina State University, University of Texas El Paso, University of Wisconsin), faculty development seminars (e.g., Emory University, Oxford College; California State University-San Jose), and faculty and administrative committees in higher education (e.g., California State University-Monterey Bay, DePaul School for New Learning). *Learning That Lasts* has been reviewed in *Change*, *Contemporary Psychology*, *Chronicle of Higher Education*, *Journal of General Education*, *Journal of Higher Education*, *Journal of Moral Education*, *Journal of Phar-*

*macy Teaching, Psychological Science, Studies in Higher Education*, and has been featured in the *(London) Times Higher Education Supplement*.

**Moral Development and Education.** Professor Mentkowski is a member of Alverno's valuing in decision-making department, which guides the college's efforts to develop each student's valuing ability across the curriculum. She has consulted in professional responsibility curriculum development with professional schools in law, dentistry, medicine, management, and judicial education. She has studied the moral development of children, adolescents, and adults. She served on the St. Camillus Health Center Ethics Committee for eleven years. *Valuing at Alverno: The Valuing Process in Liberal Education* (1980 with Earley and Schafer), *Evaluating Moral Development* (1980 with Kuhmerker and Erickson), *Educating for Moral Development: Lessons Learned from Experience* (1988) and *Valuing in Decision-Making: Theory and Practice at Alverno College* (1992, Alverno College Faculty) are among the works that resulted from both her individual and collaborative inquiry. In 1985, Professor Mentkowski received the *Kuhmerker Award* from the international Association for Moral Education for outstanding contributions to research and practice. She has contributed to the project on moral and civic responsibility conducted by the Carnegie Foundation for the Advancement of Teaching. "Developing a College Curriculum Toward Moral Learning and Civic Responsibility" (*Journal of College and Character*, 2001), reflects this work.

**Research and Assessment of Learning Outcomes.** Professor Mentkowski brings conceptual direction and administrative experience to the development and study of student learning outcomes of college curricula through creating a collaborative culture of evidence from educational research, program and institutional assessment, evaluation, and practice. She initiated Alverno's approaches to educational research,

and curriculum and institutional assessment in 1976, an effort now primarily funded by Alverno at about two percent of the College's educational and general budget. She continues to direct Alverno's research program for examining student learning outcomes from entry to five years after graduation. Results from longitudinal studies of student and alumna abilities; learning; intellectual, moral, and ego development; post-college performance, and studies of outstanding professionals who are not Alverno graduates have been requested by over 3,000 institutions in all fifty states, and 42 countries. As a member of the college, she has participated in ten consortia made up of nearly 100 institutions, and in a wide range of other grants and projects funded by private and public entities where approaches to improving undergraduate learning have been tested in practice.

Dr. Mentkowski served on the American Association for Higher Education (AAHE) assessment council that published *Principles of Good Practice for Assessing Student Learning* and she was AAHE advisor to the Test Standards Revision Project of the Joint Committee on the *Standards for Educational and Psychological Testing* (AERA, APA, and NCME). In 1989, she received special recognition from AAHE for sustained contributions to "the wise practice of assessment." In 1991, Professor Mentkowski was one of 15 authors nationwide commissioned to write a paper on assessment for *America 2000: An Education Strategy*, and she testified before the National Education Goals Panel in 1993. She currently serves on the national advisory board of the James Madison University doctoral program on assessment and measurement. Her chapter, *Higher Education Assessment and National Goals for Education: Issues, Assumptions, and Principles* (APA, 1998) received the *Outstanding Research Publication Award* for 1998 from AERA's Division I, Education in the Professions.

**Individual and Collaborative Inquiry and Publication.** While Dr. Mentkowski has made many individual contributions, she has committed herself to collaborative inquiry, and has led such efforts at Alverno and in various professional associations. In this role she has contributed to national policy in higher education. For example, *Reflecting on Our Practice: Practitioner-Based Inquiry to Understand and Improve Teaching and Learning Across the Curriculum* (1993; Alverno College Research and Evaluation Council, Educational Research and Evaluation, and Additional Faculty and Staff) and *Student Assessment-As-Learning at Alverno College* (Alverno College Faculty, 1979, revised 1994) have been widely disseminated. Mentkowski co-founded the annual AAHE Research Forum in 1985 as a collaborative inquiry to generate research agendas at the national level. The Forum involved 2,800 educators and published twenty-four research agendas to which 2,000 educators have contributed. Nine other associations in higher education have built on the research agenda process.

Mentkowski's other recent publications include: *Paths to Integrity: Educating for Personal Growth and Professional Performance* (1988); *Catching Theory Up With Practice: Conceptual Frameworks for Assessment* (1991 with Alexander Astin, Peter Ewell, Thomas Moran, and K. Patricia Cross); *Creating a Context Where Institutional Assessment Yields Educational Improvement* (1991); *Creating a Culture Where Assessment Improves Learning* (1993 with Georgine Loacker); *Connecting Education, Work and Citizenship: How Assessment Can Help* (1993 with Glen Rogers); *How Assessment Practitioners Who Are Educational Researchers Can Contribute to Assessment in Higher Education* (1994); *Reflecting on Our Practice: Research to Understand and Improve Student Learning Across the Curriculum* (Oxford Centre for Staff Development, 1996); and *Enacting a Collaborative Scholarship of Assessment* (2002 with Georgine Loacker), analyzes scholarship from various

collaborative inquiries among associations and institutions in higher education. Her most recent are *Abilities that Distinguish the Effectiveness of Five-Year Alumna Performance Across Work, Family, and Civic Roles: A Higher Education Validation* (2004 with Glen Rogers); *Assessing Ineffable Outcomes* (with Arthur Chickering, 2005); *Adult Holistic Development and Multidimensional Performance* (with Glen Rogers and Judy Reisetter Hart, in press); and *Accessible and Adaptable Elements of Alverno Student Assessment-as-Learning: Strategies and Challenges for Peer Review* (in press).

**Teaching.** Mentkowski and her colleagues conduct day- and week-long seminars on institutional and program assessment as part of Alverno's annual workshops on teaching for outcomes and assessment-as-learning and for groups visiting the campus. A wide range of educators have attended from the U.S. and many other countries. Mentkowski and her colleagues have also offered various workshops for faculty and administrators at a range of colleges, universities, and professional groups (e.g., Appalachian State University; University of Laval, Quebec; Michigan Judicial Institute; AAHE). In her AERA role as Division I chair of Publications and Mentoring (2000–2002), she has organized retreats on-site and on-line for the professional development of educational researchers.

**Service to Professional Associations, Boards, and Journals.** Dr. Mentkowski currently serves on the Executive Board of the American Educational Research Association (AERA) Council and is Vice President of Division I (Education in the Professions). She has served on AERA's program committee since 1993, was Program Chair for 1998, and Affirmative Action member or chair (1993–1997). Dr. Mentkowski is a Fellow of the American Psychological Association (Division 2, 15, 35), where she gave an invited address in 1995. She belongs to NCME, SRCD, AEA,

ASHE, AME (where she serves on the awards committee), and of the former American Association for Higher Education (AAHE) where she has held leadership roles since 1985. She has reviewed for *The Review of Higher Education*, the *Journal of Moral Education*, and the *Journal of General Education*. Dr. Mentkowski is a consulting editor for *Assessment Update*, and is on the editorial boards of *Active Learning in Higher Education* and *Learning in Health and Social Care*. She is a member of the executive Committee for Rigorous Research in Engineering Education an NSF CCLI-ND Project. She has served on the National Advisory Board of the Institute for Research on Adults in Higher Education at the University of Maryland University College. In 1995, she was honored as *Distinguished Educator* for her contributions to education in Puerto Rico, at the Encuentro Nacional de Educacion y Pensamiento, the National Conference on Education and Thinking in Ponce, Puerto Rico.

**Service to Other Professional Communities.** Mentkowski has served as a guest faculty member for the National Judicial College, University of Nevada, Reno; the Michigan Judicial Institute; the Leadership Institute in Judicial Education sponsored by the State Justice Institute; and for the United States Sixth Judicial Circuit Court of Appeals (1996). She was appointed by the Wisconsin Supreme Court to three terms on the Board of Governors of the State Bar of Wisconsin, where she also served on the Commission on Legal Education, the Client Security Fund committee, the Multidisciplinary Practice Commission. She is currently a member of the Wisconsin Supreme Court Ethics 2000 Committee. *Ability-Based Learning and Judicial Education: An Approach to Ongoing Professional Development* (1998 with Georgine Loacker and Kathleen O'Brien) was commissioned by JERITT and the State Justice Institute. In 1990, Lawrence University awarded Mentkowski the Gertrude B. Jupp *Outstanding Service Award*; she then served two terms on the Lawrence Board of Trustees.